DOCUMENT RESUME

ED 114 756 95 CG 010 218

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TITLE A Program for Improving the Interpersonal Competence of High School Students. Final Report.
INSTITUTION Human Resources Research Organization, Alexandria, Va.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
REPORT NO FR-D4-74-19
PUB DATE Jul 74
GRANT OEG-4-73-3232
NOTE 134p.; For related document, see CG 010 219

EDRS PRICE MF-$0.76 HC-$6.97 Plus Postage
DESCRIPTORS *Behavior Change; *Change Strategies; *Communication Problems; High School Students; *Interpersonal Competence; Peer Counseling; Program Descriptions; Secondary Education; Social Development; *Student Behavior; T Groups

ABSTRACT

This report describes a project dealing with the development and implementation of a model for training the interpersonal aspect of competence. The project had four purposes for the student participants: (a) increase the interpersonal competence of students who previously exhibited deficiencies in interpersonal relations; (b) lessen the communication problems between students and teachers and between students of different ethnic groups; (c) reduce student perceptions of rejection by their peers; and (d) develop more positive attitudes toward school, teachers, and students of the other ethnic group. In Phase I, specially selected students were trained both in the implementation of an interpersonal relations training model and in the conduct of small discussion groups of peers. In Phase II, these selected students served as interpersonal relations training group leaders in conducting the training program for volunteers from the high schools in the Taylor County, Georgia school system. The effectiveness of the training program in accomplishing the specified purposes was evaluated by means of several questionnaires developed for this project. The results showed that the training program had a significant behavioral impact upon the student participants. (Author)

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FINAL REPORT

A PROGRAM FOR IMPROVING THE INTERPERSONAL COMPETENCE OF HIGH SCHOOL STUDENTS

(FR-D4-74-19)

by
L. L. Lackey

July 1974

Prepared for:

Supplemental Education Service, Inc.
Butler, Georgia

under a Sub-Contract and through Grant Number OEG-4-73-3232 from the U. S. Office of Education under the terms of the Emergency School Aid Act.

(HumRRO)
HUMAN RESOURCES RESEARCH ORGANIZATION
ALEXANDRIA, VIRGINIA

CG 010 218

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The Human Resources Research Organization (HumRRO) is a nonprofit corporation established in 1969 to conduct research in the field of training and education. It was established as a continuation of The George Washington University, Human Resources Research Office. HumRRO's general purpose is to improve human performance, particularly in organizational settings, through behavioral and social science research, development, and consultation.

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FOREWORD

This report describes a project conducted by the Human Resources Research Organization, dealing with a program for the training of the interpersonal aspect of competence.

The study was performed by HumRRO Division No. 4, Columbus, Georgia for Supplemental Education Service, Inc. (contract No. S 74-3). Dr. T. O. Jacobs is Director of Division No. 4 and Dr. L. L. Lackey was Project Director.

Alton Boyd, HumRRO Division No. 6, who participated throughout the project, conducted a substantial portion of the training programs. Dr. Paul Caro, HumRRO Division No. 6, conducted a portion of the training program and substantially contributed to the approach taken in this project.

Sarah C. Morris tabulated the data and Ronald W. Keen assisted with the analyses.

Meredith P. Crawford
President
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SUMMARY AND CONCLUSIONS

BACKGROUND

This report describes a project dealing with the development and implementation of a model for training the interpersonal aspect of competence.

OBJECTIVE

The project had four purposes for the student participants: (a) increase the interpersonal competence of students who previously exhibited deficiencies in interpersonal relations; (b) lessen the communication problems between students and teachers and between students of different ethnic groups; (c) reduce student perceptions of rejection by their peers; and (d) develop more positive attitudes toward school, teachers, and students of the other ethnic group.

METHODOLOGY

In Phase I, specially selected students were trained both in the implementation of an interpersonal relations training model and in the conduct of small discussion groups of peers. In Phase II, these selected students served as interpersonal relations training group leaders in conducting the training program for volunteers from the high schools in the Taylor County, Georgia school system. The effectiveness of the training program in accomplishing the specified purposes was evaluated by means of several questionnaires developed for this project.

RESULTS

The results showed that the training program had a significant behavioral impact upon the student participants. Phase I student self-reports, observations of classroom teachers, and a questionnaire measure of assertiveness reflected a significant positive increase in interpersonal competence by many of the program participants.

The program participants' perceptions of rejection by other students were found to have significantly decreased during the course of the school year.

Analyses indicated that the training program had not affected the level of reported communication problems between students and teachers and between students of different ethnic groups.

The effect of the training program on the attitudes of participants toward school, teachers, and students of the other ethnic group could not be ascertained due to a general shift in attitudes on the post-test on the part of both participants and nonparticipants.

CONCLUSIONS

The effectiveness of the training program in increasing interpersonal competence of many program participants makes this program a valuable addition to a school curriculum.

The demonstrated impact of the program on the participants' perception of rejection by peers could represent an invaluable effect in a school system having a history of conflict between students.

While space and time constraints precluded an expansion of the training program described in this report, it is felt that if a greater number of students had been able to participate in the program the results would have been more positive. Ideally, every student in the school would have had an opportunity to participate in the program.

The observed shift to a less positive attitude on each of the attitude measures by a majority of the student body was an unexpected result. Such a shift may be associated with the frequently observed increase in disruptive behavior near the end of the school year.

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INTRODUCTION

PROJECT BACKGROUND

This project was conducted by the Human Resources Research Organization (HumRRO) to provide training in the interpersonal aspect of competence to high school students in the Taylor County, Georgia school system during the 1973-74 school year. Participation in the program was on a voluntary basis. This report describes the results of the project.

SCOPE OF PROJECT

The project had several purposes with respect to the students who participated in the training program. The first purpose was to increase the interpersonal competence of students who had exhibited deficiencies in interpersonal behavior. A second purpose was to lessen the communication problems between students and teachers, and between students of different ethnic groups. The third purpose was to reduce student perceptions of rejection by their peers. The final purpose was to develop more positive attitudes on the part of participating students toward (a) school, (b) teachers, and (c) students of the other ethnic group.

RELEVANT LITERATURE AND CONCEPTUALIZATION OF THE PROJECT

COMPETENCE

The concept of "competence" proposed by White (1959) was defined by him (White, 1960) as an organism's "fitness or ability to carry on those transactions with the environment which result in its maintaining itself,

growing, and flourishing." The development by the individual of successful techniques for dealing with its environment was considered by White (1963) to be the product of learning. In much of his writing, White (1965) underscored the significance of successful transactions with the environment on the motivation of the individual.

> "When action is focalized, intended, and effortful, and when it produces effects on a bit of environment toward which it is aimed, the consequent experience includes a feeling of efficacy, a feeling of power to be an effective agent." (White, 1965, p. 206)

The probability of experiencing successful transactions with the environment is affected by interaction between the resources of the individual and the environment. Examples of such critical personal resources are intelligence, self-confidence, and the desire to excel. In addition to adequate personal resources, the situation itself will influence the likelihood of competent performance occurring.

> "Opportunity to show competence, the nature of the task and relationships, and the response of others appear in research studies as important determinants of conditions favorable to the production of desirable outcomes and a feeling of efficacy." (Elder, 1969, p. 256)

The individual's history of successful and unsuccessful transactions with the environment results in a "sense of competence" (White, 1960). The motivational aspect of a sense of competence impacts directly upon the subsequent dealings of the individual with the environment. An individual with a history of successful transactions with the environment is more likely to attempt future transactions than is the individual with a background marked by more frequent unsuccessful transactions. The more confidence the individual has in his own ability to deal successfully with the environment, the more likely he will attempt such transactions.

Argyris (1965, p. 60) suggested that the concept of competence involves several elements, (a) technical (related to things), (b) intellectual (related to ideas), and (c) interpersonal (related to people). Similar views of interpersonal competence as an operational concept are presented by several other researchers (Foote and Cottrell, 1955; White, 1960; Moment and Zaleznik, 1963).

The concept of interpersonal competence represents the focus of this report. Following a review of interpersonal competence, a specific technique for developing skills in interpersonal competence is presented.

INTERPERSONAL COMPETENCE

Argyris (1968) viewed interpersonal competence as the ability to cope effectively with interpersonal relations. This ability to cope with the interpersonal environment is, as previously mentioned, affected by interaction between individual resources and the environment. Two critical individual resources are (a) perceptual competence and (b) action competence, the successful implementation of perceptions.

Perceptual competence involves accurate appraisal of the interpersonal situation, and involves attending to both the verbal and nonverbal cues emitted by the person in the situation. These cues provide information about many aspects of the other person (e.g., attitudes, needs, cognitions). Accurate appraisal of the situation requires the individual to accurately weigh an adequate number of cues as to their relative importance. To effectively accomplish such tasks it is necessary for the most relevant cues to be elicited from the other person. Therefore, the skills necessary for perceptual competence of the perceiver are (a) ensuring that the most relevant cues have been emitted by the other and (b) accurate interpretation of the emitted cues.

Action competence, based on perceptual competence or an accurate evaluation of the situation, involves the production of outcomes favorable to the actor. The extent to which such favorable outcomes are attained involves two skills, (a) identification of the most effective behavior and (b) implementation of the identified behavior.

Skills such as those which have been asssociated with perceptual and action competence reflect a cognitive approach to development of interpersonal competence. Adoption of the cognitive approach expresses the belief that the skills necessary for interpersonal competence can be learned. If appropriate skills can be learned, older and less effective ones can be changed. "Maladaptive as well as appropriate behaviors, learned through social learning principles, may be seen as the result of inappropriate generalization of responses to stimulus situations, perhaps caused by inattention to appropriate aspects of the situation" (Hansen, et al., 1969, p. 741). The only limiting factor upon the acquisition of appropriate skills would be a personal attribute of the perceiver which interferes with either perceptual or action competence.

The skills related to perceptual and action competence have been specified by several researchers. One set of skills which seems most relevant to this study is presented below (Bennis, Schein, Berlew, and Steel , 1964, pp. 688-690):

1. Skill in sending and receiving information and feelings reliably.

2. Skill in evoking the expression of accurate cues by others.

3. Skill in processing sent information and feelings reliably.

4. Skill in implementing communicative acts.

5. Skill in utilizing experience in each of the above areas for further growth.

Effects of Interpersonal Incompetence

Implications of unsuccessful mastery of these skills by the individual as part of his development are widespread and critical. Since much of the basis for an individual's success in life is heavily influenced by his relationships with other people, mental health problems may be one resultant of a low level of interpersonal competence (White, 1963).

Another adverse effect of inadequate development of the appropriate skills may be the more frequent rejection of the individual by his peers. This, in turn, leads to fewer opportunities for development of the appropriate skills.

As one approach to preventive mental health, training in developing adequate interpersonal skills would seem most productive at the adolescent or post-adolescent period of development. One basis for the greater perceived effectiveness of such skills training at this age was commented on by Bowerman and Kinch (1959). These writers suggested the transition from elementary to secondary school marks a shift in the individual's preferred source of reinforcement. Rather than parents, dependence on peers for affective security and support, and aid in problem solving characterizes this developmental period. If the individual fails at this time to develop the necessary skills for interpersonal competence,

the future opportunities for modification of these faulty skills may be di
diminished.

On the other hand, effective use of peers as sources of reinforcement for learning appropriate interpersonal skills, and correcting inappropriate ones, has tremendous potential for future adjustment of the individual. Providing such reinforcement in a group setting was also found to be an effective technique by Hansen, et al. (1969). These researchers stated that "...group counseling is an excellent setting for children to learn or relearn appropriate behavior" (p. 741).

The feasibility and effectiveness of using a model to improve an individual's ineffective interpersonal skills is supported in a study by Mayer, et al. (1969). Results from the approach taken by these researchers, combining social learning theory and dissonance theory, suggest that attitudinal and/or behavioral changes are more likely when behavior contrary to the child's opinion or previous behavior is modeled for the child.

There are several techniques which are quite effective in training in interpersonal skills. One which was recently suggested, and is the focus of this study, is assertive training, a behavioral role-playing technique.

ASSERTIVE TRAINING

Behavioral role-playing techniques were described by Kelly (1955), Wolpe (1958), and Lazarus (1965). While the theoretical language used to describe the technique varied from researcher to researcher, several fundamental treatment procedures and principles were common to all

descriptions: individuals with various ineffective interpersonal skills, such as inappropriate assertiveness, receive training in developing the deficient skills. The procedures used in such training include modeling, response rehearsal, and therapist coaching (McFall and Marston, 1970).

Assertive training has been used in developing a wide range of interpersonal skills (Nydegger, 1972; Serber, 1972; Wolpe, 1970). The skill to exhibit an optimum level of assertive behavior for a specific situation is directly related to the individual's "sense of competence." It is only through the performance of an appropriate level of assertive behavior that an individual is able to experience successful outcomes in dealing with the social environment without experiencing unpleasant side effects as a concomitant of such outcomes.

The relationships among "winning" in a transaction with the social environment, the experiencing of unpleasant side effects, and the appropriate level of assertive behavior are shown in Table 1.

Table 1
RELATIONSHIPS AMONG ASSERTIVE BEHAVIOR, WINNING IN SOCIAL INTERACTIONS, AND UNPLEASANT SIDE EFFECTS

Assertive Behavior	Win	Unpleasant Side Effects
Underassertive (passive, submissive, non-reactive)	No	Yes (e.g., feelings of low self-esteem, incompetence)
Appropriately Assertive	Yes	No
Overassertive (over-reactive, aggressive)	Yes	Yes (e.g., feelings of rejection, dislike)

Only by displaying appropriately assertive behaviors does the individual receive positive reinforcement for experiencing successful outcomes in interacting with the social environment (Alberti & Emmons, 1970).

Assertive Training Model

Based on the fundamental principles and techniques of assertive training, a model for providing such training in a group context was developed. This model, relying heavily upon the behavioral rehearsal approach to behavioral therapy, is shown in Table 2. Descriptions of each step shown in the model are presented immediately following Table 2.

Table 2

GROUP ASSERTIVE TRAINING MODEL

Step 1. Investigate
Step 2. Role-play
Step 3. Feedback and Guidance
Step 4. Model
Step 5. Feedback and Guidance
Step 6. Rehearsal
Step 7. Reinforcement

Following are complete descriptions of each step in the model.

Step 1--Investigate. In the context of a small group of peers, each participant is questioned to identify individuals who have experienced unrewarding social outcomes due to failure to perform appropriately assertive behaviors.

Step 2--Role-Play. One of the individuals who has identified such an experience in Step 1, role-plays a specific situation exactly the way it originally happened. Other group members participate in the role-play as necessary.

Step 3--Feedback and Guidance. Feedback on the performance of the individual having the behavior problem is given by the group. The only type of feedback permitted is positive reinforcement, which is provided to some aspect(s) of the performance. Guidance in the form of suggestions is elicited from the peer group as to how the observed performance might be improved.

Step 4--Model. One of the other participants in the group role-plays the original situation, incorporating the guidance provided by the group members. The group member is modeling more effective performance for the original actor.

Step 5--Feedback and Guidance. As before, some aspect(s) of the actor's performance are positively reinforced by the group and the instructor. Group members contribute suggestions as to how the performance could be made more effective for the situation.

Step 6--Rehearsal. The original actor again role-plays the same situation. His performance should now be modified by the guidance and modeling which has been provided by the other group members.

Step 7--Reinforcement. There are two phases in this step. In the first phase, the instructor and peers positively reinforce the modifications to the original performance which have resulted from the group guidance. The second phase occurs at the time of the next group meeting and is

focused on encouraging and reinforcing the transfer of training to other social situations. At that time, the instructor determines whether the individual with the previous skill deficiency has implemented in real life any of the guidance which has been provided by the group. Any implementation attempts by the individual are positively reinforced by the group.

This model is currently being used by the treatment staff in providing interpersonal relations training to the residents of the Eufaula Adjustment Center (a state mental health facility), Eufaula, Alabama, with great success.

The model is designed to capitalize on the reinforcing properties of peers for the adolescent and post-adolescent. To the extent that such an individual receives positive reinforcement for developing skill in demonstrating appropriately assertive behavior, the greater the likelihood of such skill generalizing to future social interactions.

Numerous studies have empirically documented the impact of classroom peer relations on a student's self-esteem, attitudes toward school, and utilization of academic potential. Schmuck, et al. (1963) summarized a variety of studies which showed that academic potential was less effectively utilized in the classroom situation by students who felt their peers did, or might, reject them, and that their attitudes were different from those of other students.

While such concerns are typically adolescent, they can assume a different and dangerous meaning when they occur between students of different races.

The general view that prolonged social interaction between races in the classroom situation would improve the quality of interracial relations

has not frequently been found to hold (Chesler, 1969). After a year of attending a desegregated Southern school, many Negro students indicated that little additional faith and rapport with their white classmates had been developed.

Not only the quality of interracial relations, but the impact of the interaction upon members of the minority group have been examined. As suggested by Katzenmeyer (1963), academic performance of a Negro student depends upon "a communality of experiences with white pupils, the adequacy of his performance having increased as the degree of social interaction increased."

Inexperience in interracial situations, and deficiencies in interpersonal behaviors may combine to produce interracial incidents of grave significance to the community.

By providing a training situation in which the student receives not only training in interpersonal relations, but also is made aware of the beliefs and assumptions underlying the behaviors of members of the other race, the potential for interracial incidents is diminished greatly. In addition, as one approach to preventive mental health, this training is of tremendous value in and of itself.

An additional benefit of the assertive training model presented earlier is that it incorporates the concept of peer instruction. Peer instruction is a training technique which has been used with great success in many situations. The group setting allows the individual to receive specific information about suggested behavioral changes from his peers with whom he interacts on a daily basis.

APPROACH

The assertive training model[1] which was presented in the preceding section was used in order to accomplish the specified purposes of the project. The model was followed in providing training to both volunteer high school students and teachers.

It was felt that making such training available to the teachers would enhance the effectiveness of the program. An additional workshop was also developed and conducted for the teachers. This workshop was focused on increasing the familiarity of the teachers with certain techniques of classroom management.

Each component of the training program is described below.

TEACHER TRAINING

Contingency Management

Teachers in the two high schools in Taylor County were given the opportunity to attend a two-day in-service instructional workshop on classroom management techniques. There were several reasons for providing this training to the teachers. One reason was to increase their skill in positively reinforcing student behaviors in a consistent fashion. A second reason was to increase the teachers' effectiveness in concentrating on the observable behavior of students, rather than on their motives and other affective characteristics. This second reason was considered especially important in light of various literature which supports the contention that the teacher can modify and control the performance of

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[1] Dr. Paul Caro, HumRRO Division No. 6, adapted the procedures suggested by Alberti and Emmons (1970) to the specific situation in which this project was conducted.

students, both academic and disciplinary, by controlling her own responses (e.g., Hall, et al., 1968; Madsen, et al., 1968).

Interpersonal Relations Training

Seven of the high school teachers also participated in a two-week, 1.5 hours per day, in-service assertive training workshop. The assertive training model previously described was used in administering the training.

Several considerations were involved in the decision to provide such training to teachers as well as students. First, it served to familiarize participating teachers with the program. Secondly, in the event a teacher desired to participate in the student training program, she would have sufficient information concerning program techniques and procedures to actively contribute to the session. Additionally, it was deemed likely that several teachers might be needed to serve as student training group instructors. If this need materialized, the volunteers would need adequate information about the training in order to function effectively. Finally, such training has the potential for increasing communication among teachers, as well as between students and teachers. Traditionally, teachers are portrayed as fully autonomous professionals. Such a perception decreases the likelihood that a teacher will seek advice or assistance from a peer or a supervisor due to the perception of a possible loss of esteem. To the extent that communication becomes more open, the teacher is more likely to make and less likely to anticipate a negative reaction to a request for advice or assistance.

STUDENT TRAINING

The assertive training model was used for providing interpersonal relations training to volunteer high school students. This training was conducted in two phases, each of which is separately described below.

Phase I

One purpose of this phase was to train students to serve as interpersonal relations training group instructors, which groups are comprised of fellow students. Students were selected to participate in the Phase I training on the basis of maturity and competence as judged by the school administration. Since the Taylor County School System is segregated on the basis of sex, it was necessary to select 30 students in each of the two high schools. The selected students were then asked to decide whether or not they wished to participate in the training program.

The training provided these selected students was twofold in nature. First, the participating students received interpersonal relations training through application of the assertive training model. While these students, by virtue of the selection criteria, were less in need of interpersonal relations training than the average high school students, it was necessary that they be thoroughly familiar with the training model and procedures. Secondly, the participating students were instructed in effective procedures for leading a discussion group. During this phase of the training, groups of not more than 13 students were established and scheduled for separate meetings. Each group met

for one hour per day for three weeks, with each group session conducted by a HumRRO staff member.

Phase II

The activities in this phase were concerned with providing interpersonal relations training to all high school students who wished to participate in the program. Each student was free to terminate participation in the program at any time.

Outstanding students from Phase I were selected to serve as interpersonal relations training group instructors during Phase II. These students were selected on the basis of the HumRRO staff's judgment of the capability of each individual to serve as a peer instructor. The HumRRO staff served in a consultive, supervisory capacity during Phase II.

The high school students wishing to participate in the program were assigned to a discussion group composed of up to 13 volunteers and two peer instructors who had received the Phase I training and were assigned to each discussion group to facilitate effective control and member participation. Each discussion group was assigned a location suitable for discussion, and was scheduled for a one-hour session each week.

Insofar as scheduling and available students permitted, each ethnic group was represented in every discussion group. Establishment of training groups having members of both races as participants provided a specific means of increasing the level of social interaction between members of the two ethnic groups. In addition, the constraint contained in the training model that only positive reinforcement be provided for

participation ensured that the increased inter-ethnic group interaction was positive in nature.

A videotape recorder was used to record the role-playing aspect of the training. Each participant viewed the videotape of the role-play and then used this information in the course of developing an effective behavioral strategy for dealing with a specific type of social situation.

The Phase II activities were initiated as shortly after the completion of the Phase I training as was feasible, thereby minimizing the performance decrement of the student leaders in conducting discussion groups.

EVALUATION

Several types of evaluation were developed to assess the effectiveness of the interpersonal relations training program. Each type of evaluation used is discussed below.

Phase I - Student Reactions

The students who participated in Phase I were asked to complete a short questionnaire which elicited their reactions in the form of perceptions of the benefits and value of such a program. This questionnaire is presented in Appendix A.

Teacher Observations

At the end of the school year, a list of the students who had participated in the interpersonal relations training program was distributed to the high school teachers. Each teacher was asked to briefly indicate any observed changes in the interpersonal behavior of each student. The teacher was instructed to respond only for those students

with whom evaluations contact had occurred to provide a suitable data base. These observations were obtained through administration of the Student Assessment Form shown in Appendix B.

Student Questionnaire

The specific purposes of the interpersonal relations training program were presented earlier. A questionnaire was developed to measure the extent to which such purposes were achieved. The questionnaire was administered at the beginning and end of the school year. Each of the measures is described below. A copy of the questionnaire which was developed on the basis of each included measure is shown in Appendix C. The rationale and score interpretation is presented in Appendix D.

1. Measurement of an increase in interpersonal competence. This was assessed by administering a behavioral intentions form to the participating students, both before and after the interpersonal relations training. Following is a description of this form.
   a. A number of interpersonal situations designed to measure the individual's assertive behavior were identified. Examples of such situations are as follows: your friends are interrupting your studying; a teacher asks you to stay after school

and help her; a friend of yours asks you to do a favor which could seriously inconvenience you; someone in front of you in a long line wants to let his friends in the line.

b. A number of alternative behavioral descriptions reflecting different levels of assertive behavior were listed.

c. The individual then checked the behavioral description which best describes what he would do in such a situation.

A score was then assigned which reflects the level of assertiveness exhibited by each individual.

2. Measurement of changes in reported communication problems. A questionnaire was developed to determine the extent of communication problems reported at the beginning and end of the school year between (a) students and teachers and (b) students and students, with special emphasis placed on the percentage of interracial communication problems. A range of both stimulus persons and activities was used to identify the locus and type of the most frequently perceived communication problems.

3. Measurement of changes in students' reports of feeling rejected by their peers.

A form eliciting the students' perception of rejection by peers was developed. Specific items reflecting perceived interracial rejection were included.

4. Measurement of changes in attitudes of students toward:

   a. School.

   b. Teachers.

   c. Members of the other race.

   These three attitude measures were administered to all high school students. The semantic differential technique was used to assess each of the various attitudes.

5. Measurement of changes in interracial interaction.

   The extent to which a member of the opposite race was selected for participation in a specific type of activity was used to assess any changes during the course of the school year.

RESULTS

STUDENT PARTICIPATION

Phase I

Twenty of the 60 students selected by the school administration for participation in the Phase I training elected not to attend the program. In addition, seven students were forced to drop out of the program due to scheduling conflicts which developed. There were 13 students at the Taylor County Boys School and 20 students at the Taylor County Girls School who completed all of the scheduled Phase I activities. Six of the boys and seven of the girls were selected to serve as interpersonal relations training group leaders during Phase II of the program.

Phase II

Several of the students participated in the entire Phase II training activities, while others attended sessions only for one quarter. At the Taylor County Girls School, 22 students participated during the second quarter only, 8 participated only during the third quarter, and 18 participated for both quarters, for a total of 48 student participants in the program. Participation in the program at the Taylor County Boys School was lower. A total of 25 boys signed up for the program during the second quarter, but two-thirds of this number had dropped out of the program by the end of the quarter. At the beginning of the third quarter, seven boys signed up for the program and participated until the program was terminated shortly before the end of the school year.

PHASE I STUDENT REACTIONS

The verbatim responses by 29 of the students who participated in Phase I to each item on the questionnaire are presented in Appendix E. Where appropriate, these responses were content-analyzed in order to develop summary statements which accurately reflected the student perceptions of the benefits and value of the training program.

All 29 of the students reported that they enjoyed the program and felt that they had learned something. The majority felt that the principal learning involved increased skill in controlling their own behavior. Other learning which was reported by the students involved increased awareness of the effect of their behavior on others as well as greater skill in techniques of interacting and communicating with others.

A majority (25) of the students reported that they had used some of the new behaviors which they learned in the course of the training program. As expected, most of the new behaviors involved dealing with others in a more direct, less submissive manner. Several of the behavioral changes involved increased control of the students' own behavior.

Almost all (28) of the students felt that most high school students would benefit from assertive training. The chief benefits perceived by the students involved increased abilities to get along with others and to control one's own behavior, especially in regard to avoiding violence.

The same number of students (28) also felt that the school benefits from an assertive training program for the students. The principal benefits perceived by the students were decreased violence and fights,

increased discipline, more positive student attitudes, and an increase in the students' skill in coping with various problems and situations.

In all but a very few cases, the student reactions to the interpersonal relations training program were extremely positive, with numerous benefits perceived for both the student participants and the school system.

TEACHER OBSERVATIONS

Late in the 1973-74 school year, the high school teachers were requested to provide information concerning observed changes in the manner in which program participants dealt with various interpersonal situations. The Student Assessment Form was used to obtain this information. Only those students who remained in the program for at least six sessions were assessed by the teachers. Although the teachers were requested to describe situations which involved changed student behavior, most of the teachers who responded to the questionnaire stated the type of improvement rather than the situation in which the change was observed. Additionally, a number of teachers cited academic improvement rather than restricting their responses to interpersonal situations. The responses of the 14 teachers are presented in Appendix F. The remaining 18 teachers in the high school system had not interacted sufficiently with any of these particular students to judge changes over the school year. However, even the teachers who did respond to the form were not able to cite changes for every student on the list. The reason for not citing a change for a particular student may have been either that no change had occurred or that the teacher was not sufficiently acquainted with the student to specify any change over the school year. Whatever the reason, no changes were described for 41.5 percent (or 47) of the student participants.

Ten of the 58 changes associated with the 48 students were in line with the instructions on the student assessment form and involved behavioral changes in the interpersonal area. The behavioral changes described generally involved application of techniques and strategies which were covered in the interpersonal relations training program. These reported changes were very effective instances of application of the training principles.

Thirty of the 58 descriptions reflected improved academic performance. While improved skill in interpersonal relations has, on occasion, been associated with academic improvement, no additional data was available to determine a relationship between these two factors for this project.

Seven of the 58 descriptions concerned improved personal hygiene, while 5 of the descriptions indicated a cooperative improvement. Although these specific topics were brought up in several of the training group sessions, no data is available to relate such changes to participation in the training program.

STUDENT QUESTIONNAIRE

The student questionnaire contained six separate measures. Each of these measures will be presented below and the results obtained through administration of that measure will be shown. On each of the measures the students other than the program participants were broken out on the basis of both sex and ethnic group. The program participants were not divided on the same basis due to

the relative number of participants versus nonparticipants. The five groups for which results will be presented are as follows: (a) program participants, (b) white females, (c) black females, (d) white males, and (e) black males. The results for five of the six measures will be presented in two ways. First, the significant changes over the course of the school year as shown by the pre- and post-test scores will be presented. The statistical significance of the change in the form of a "t" test and associated probability of occurrence will be presented for each group. Second, the end of school year (post-test) scores for each group were compared by means of "t" tests. The differences which were significant will be shown.

The complete listing of the "t" tests conducted are shown in Appendices G and H. The results for the sixth measure, a sociometric type of assessment, will be presented in Appendix I. The results will be presented in the form of a frequency of choices for members of the same and of at least one member of the opposite race for each of three criteria. It should be noted that the n's shown for each group may be discrepant with the numbers previously indicated since the criterion for inclusion in the analysis required that the student have scores for both the pre- and the post-test. In addition, the sample sizes may vary between measures on the questionnaire, as some respondents failed to complete all sections of the questionnaire.

What Are You Like?

The first measure in the questionnaire was designed to measure the level of assertive behavior of the respondent. There were 13 situations presented to the respondent for which he was required to select one of four response

alternatives. The response alternatives were weighted, and the larger the respondent's score, the more likely that assertive behavior would be exhibited.

The results indicated no change over time in the mean scores for any of the groups. In addition, there were no significant differences among the mean post-test scores for the five groups. In general, this measure did not seem to discriminate among the groups.

What Would You Do?

This is also a measure of assertiveness. The respondent was required to select one of six behavioral alternatives for each of six situations. A score in the 21-26 segment of the scale was designated as reflecting appropriately assertive behavior.

Three of the five groups showed significant increases in mean scores for this measure. Each group score was closer to the "appropriately assertive" section of the scoring dimension on the post-test than was observed for the pre-test. The three groups, their post-test means, and the associated probability of such a change were (a) program participants (19.72, $p<.001$), (b) white females (17.93, $p<.01$), and (c) white males (19.04, $p<.05$). Comparisons among the post-test means for the groups indicated several significant differences. Program participants scored significantly higher than white females ($t=3.36$, $p<.001$). White females also scored significantly lower than white males ($t=1.99$, $p<.05$) or black males ($t=3.91$, $p<.001$). Black males scored significantly higher than black females ($t=2.48$, $p<.02$) or white males ($t=2.07$, $p<.05$). Black males did not differ significantly from the program participants.

Understanding People

This measure dealt with reported communication problems between the respondent and various stimulus groups. The higher the mean score, the more frequently problems had been experienced in communicating with a specific group of stimulus persons. The three stimulus groups which were included in this measure are presented below.

Respondent-Teacher. There were no significant changes in the relatively low level of reported communication problems for this relationship. Interestingly enough, in a form administered to the teachers to ascertain their perceptions of communication problems with students, the mean score was 15.3, which is very close to most of the group means.

There were some significant differences among the groups on the post-test comparisons. Black males reported significantly more communication problems in dealing with teachers than did program participants ($t=2.72$, $p<.01$). White females reported significantly fewer communication problems with teachers than did black females ($t=2.97$, $p<.01$), white males ($t=3.61$, $p<.001$), or black males ($t=4.37$, $p<.001$). No other significant differences were identified.

Respondent-Peer of Same Race, Opposite Sex. There were no significant changes over the school year in this measure for any of the groups. One reason for this lack of significance was due to the large variance noted for each group.

The between groups comparisons resulted in identification of several significant differences. White females reported significantly fewer problems in communicating with this group of stimulus persons than did the program participants ($t=2.22$, $p<.05$). White females also reported significantly fewer

problems than did black females ($t=3.45$, $p < .001$) or black males ($t=3.31$, $p < .001$). White males also reported significantly fewer communication problems than did black females ($t=2.91$, $p < .01$) or black males ($t=2.82$, $p < .01$).

A trend in the data which was not tested was the fact that the mean scores for males decreased over the year while those for the females reflected small increase in communication problems.

Respondent-Peer of Another Race, Same Sex. As with the other two stimulus groups included in this measure, there were no significant changes over the school year. Similarly, in the post-test comparisons, white females reported significantly fewer communication problems than did program participants ($t=2.29$, $p < .05$), black females ($t=2.74$, $p < .01$), white males ($t=4.45$, $p < .001$), or black males ($t=3.89$, $p < .0001$). White males reported significantly more problems than did program participants ($t=2.65$, $p < .01$) or black females ($t=2.31$, $p < .05$).

In comparison with the preceding stimulus category, the mean score for white males was the only one which substantially increased for this stimulus category.

Summary. None of the groups exhibited any change during the school year concerning the level of experienced communication problems in dealing with the three groups of stimulus persons.

How Others Feel

The extent to which the respondent has felt rejected by various groups of stimulus persons was the focus of this measure. The larger the score,

the greater the respondent's sense of rejection by a stimulus group. The three stimulus groups which were included in the questionnaire are presented below.

Other Students. The program participants were the only ones to show significant changes over the school year. Program participants reported significantly less perceived rejection at the end of the school year than the perceived level at the time of the pre-test ($t=2.40$, $p<.02$). The between groups comparisons identified a single significant post-test mean difference. Program participants reported significantly less perceived rejection by other students than did the black females ($t=2.29$, $p<.05$).

Members of the Opposite Sex. Three significant differences in pre- and post-test mean scores were noted in connection with this stimulus group. Program participants reported significantly lower feeling of rejection by members of the opposite sex for the post-test than had been felt at the beginning of the school year ($t=2.05$, $p<.05$). Both black females ($t=3.07$, $p<.01$) and black males ($t=3.08$, $p<.01$) also reported a decrease in perceived rejection by members of the opposite sex over the school year.

There were no significant differences among the group post-test mean scores.

Members of Another Race. One group exhibited a significant change over the school year in the degree of perceived rejection by members of another race. The white males perceived significantly less rejection by members of another race at the end of the school year than they had at its beginning ($t=2.22$, $p<.05$).

There were no significant differences among the groups at the end of the school year in the perceived level of rejection by members of another race.

Summary. The white female group was the only one which did not demonstrate any significant change in perceived level of rejection during the course of the school year. The white male, black female, and black male groups each exhibited a significant decrease in perceived rejection by a single stimulus group. The program participant group demonstrated significant drops in reported rejection by two of the three stimulus groups.

How Do You Feel?

This measure elicited the students' attitudes toward four different referents: (a) teachers, (b) school, (c) black students, and (d) white students. The semantic differential technique was used to assess the strength of each attitude, with a higher score indicating a more positive attitude toward the referent. Results for each of the four attitude objects are presented below.

Teachers. Three of the five student groups demonstrated significant changes in their attitudes toward teachers during the course of the school year. The three groups which displayed less positive attitudes toward teachers at the end than at the beginning of the school year were (a) black females ($t=2.90$, $p<.01$), (b) white males ($t=2.10$, $p<.05$), and (c) black males ($t=2.23$, $p\leq.05$). Program participants and white females did not appreciably change their attitude toward teachers.

The comparisons of the post-test scores indicated that the attitude of the white male group toward teachers was significantly less positive than that of the (a) program participants ($t=2.83$, $p<.01$), (b) white females ($t=3.91$, $p<.001$), (c) black females ($t=2.40$, $p<.02$), or (d) black males ($t=3.43$, $p<.001$). The attitudes of the other groups were not significantly different from each other.

School. The attitudes of three of the five student groups had significantly changed by the end of the school year. The groups which had developed less positive attitudes toward school were the (a) program participants ($t=2.51$, $p<.02$), (b) black females ($t=4.79$, $p<.001$), and (c) black males ($t=2.56$, $p<.02$).

In comparing the post-test attitude scores, it was determined that the white male group had a significantly less positive attitude toward school than did the (a) program participants ($t=3.93$, $p<.001$), (b) white females ($t=5.25$, $p<.001$), (c) black females ($t=3.53$, $p<.001$), or (d) black males ($t=2.31$, $p<.05$).

While every group displayed an attitude decrement during the year, the pre-test score for the males was lower than the post-test score for any of the remaining four groups.

Black Students. The attitudes of the five groups became less positive toward black students during the school year. The program participants ($t=2.81$, $p<.01$) and black females ($t=4.49$, $p<.001$) were the only two groups which displayed a significant shift from the post-test position. The attitudes of the two white groups remained essentially the same, while the attitude of

the black males became slightly less positive.

Comparisons among the groups on the post-test attitudes showed several significant differences. The attitude toward black students of the white male group was significantly less positive than were the attitudes of (a) program participants ($t=8.76$, $p<.001$), (b) white females ($t=6.30$, $p<.001$), (c) black females ($t=11.08$, $p<.001$), and (d) black males ($t=11.87$, $p<.001$). The attitude of the white female group was significantly less positive than were the attitudes of the (a) program participants ($t=3.95$, $p<.001$), (b) black females ($t=6.80$, $p<.001$), and (c) black males ($t=8.67$, $p<.001$). The attitude of the program participants was significantly lower than the attitudes of the (a) black females ($t=2.29$, $p<.05$) or (b) black males ($t=4.13$, $p<.001$). Black males showed a significantly more positive attitude toward black students than did the black female group ($t=2.12$, $p<.05$).

White Students. Three of the five groups demonstrated significant time-related changes in their attitudes toward white students. The three groups which displayed a significant decrease in the positivity of their attitudes toward white students were the (a) white females ($t=2.21$, $p<.05$), (b) black females ($t=3.30$, $p<.01$), and (c) black males ($t=2.18$, $p<.05$). The other two groups demonstrated only negligible shifts between the pre- and post-test.

Comparisons of the post-test scores resulted in the identification of several significant between-group attitude differences. The attitude of the white female group toward white students was significantly more positive than that of the (a) program participants ($t=2.60$, $p<.01$), (b) black females

(t=3.56, $p<.001$), and (c) black males (t=5.19, $p<.001$). However, the attitude of the white females was significantly less positive than that of the white males (t=2.46, $p<.02$).

The white male group also displayed a significantly more positive attitude toward white students than did the (a) program participants (t=4.62, $p<.001$), (b) black females (t=5.25, $p<.001$), or (c) black males (t=6.35, $p<.001$).

Program participants and black females held similar attitudes toward white students, while each demonstrated significantly more positive attitudes than did the black males (t=2.28, $p<.05$; t=2.18, $p<.05$, respectively).

Summary. The end-of-year mean attitudes of the white males toward (a) teachers, (b) school, and (c) black students were less positive than those of the other groups. Both male groups displayed the most positive attitude toward their own ethnic group and the least positive attitude toward the other ethnic group.

The attitude of the program participants toward each of the four referents was generally less positive than the attitudes of two of the groups, but more positive than the attitudes of the remaining two groups. The attitude of the program participants toward school was only slightly less positive than that of the white females who had the most positive attitude of the five groups.

INTERRACIAL INTERACTION

One section of the Student Questionnaire required the respondent to name the three most preferred and the three least preferred students for each of

three activities: (a) as a classmate, (b) to work with on a school project, and (c) to talk with. The frequency with which at least one of the three choices involved a member of another race was then determined. Comparisons between these pre- and post-test frequencies were made to identify any changes in the extent of interracial interaction. No appreciable changes were detected for any of the groups.

DISCUSSION

Discussion concerning the results of this project will be presented in three sections. The first will contain a summary description and analysis of project activities. The second section will consist of an interpretative discussion of the findings in which the project results are related to the purposes of the program. The final section covers considerations in establishing an interpersonal relations training program in a school setting.

DESCRIPTION AND ANALYSIS OF PROJECT ACTIVITIES

Purposes

The project had four purposes, all oriented toward the development of increased interpersonal effectiveness of students participating in the training program. These purposes were to (a) increase the interpersonal competence of students who previously exhibited deficiencies in interpersonal relations; (b) lessen the communication problems between students and teachers and between students of different ethnic groups; (c) reduce student perceptions of rejection by their peers; and (d) develop more positive attitudes toward school, teachers, and students of the other ethnic group.

Model

The interpersonal relations training model which was presented earlier in this report constituted the basis whereby the project

purposes were to be accomplished. The training model was implemented in a small-group context. The members of the small discussion group were student participants in the training program. The use of this type of context for implementation of the training model allowed many of the social forces common to small groups to be used in furthering the intent of the program. The approval of peers represents a positive reinforcement that is seldom equaled by those typically available to teachers and trainers.

In addition, free interchange among members provides a rare opportunity for students to become aware of the differing inferences which can be drawn from a behavioral episode.

While the training model used in this project was initially developed as one method of developing appropriately assertive behavior, it also readily lends itself to interpersonal relations training in general. The model proved very effective in its use in this project.

Activities

The project was broken into two phases. Phase I involved the selection and training of high school students judged to be sufficiently mature and competent to serve as leaders of interpersonal relations training groups. These selected students were trained in implementation of the training model as well as in effective conduct of a discussion group.

Phase II activities included the assignment of student volunteers to discussion groups. Two of the selected students from Phase I were assigned to each discussion group. These groups met on a weekly basis for the remainder of the school year.

There was some initial concern as to the extent to which the student leaders would be able to effectively handle groups composed of peers. This concern was especially salient because the discussion of a role-played situation frequently becomes very animated. This concern proved unfounded as the student leaders did an excellent job in conducting the discussion groups. Group members were extremely responsive to requests by the student leaders, e.g., to maintain order. A videotape recorder was used to tape the role-playing portions of the group sessions which were played back for the actors upon completion of the role play.

INTERPRETATIVE DISCUSSION OF RESULTS

Student participants in the Phase I training activity were very positive in their reactions to the training program. Most of the respondents stated that the program had personal relevance in that they were able to use information obtained in the program to effectively deal with interpersonal situations. In many cases these were recurring situations with which the students had not been able to deal effectively in the past.

Student reports of the behavioral impact of the training program were supported to some extent by the teacher observations of the

program participants. Several of the teacher comments concerning individual behavioral changes are directly related to the intent of the training program, e.g., one student learning to control her temper.

Based on both the students' reactions and observations of the teachers, it seems obvious that the training program had a definite behavioral impact upon at least some of the program participants.

This result bears directly on the initial, and primary, purpose which was specified for the project--to increase the interpersonal competence of student participants who had previously exhibited deficiencies in interpersonal relations.

At no time was it assumed that every participant would have low interpersonal competence. Since students participated on a voluntary basis, the motives for participation varied widely. However, behavioral changes such as those discussed above are specific to those individual participants who have, by self- or teacher report, demonstrated interpersonal deficiencies. The fact that positive changes were reported is indicative of the potential of the training program for increasing interpersonal competence.

Assertiveness. One aspect of interpersonal competence, appropriately assertive behavior, was assessed by two measures which were included in the Student Questionnaire. These measures represent a more indirect and inferential-type assessment of the impact of the training program on student participants. To the extent that levels of

assertiveness as reflected in the scores change over the course of the school year, the training program can be assumed to have affected the behaviors of specific students.

The first measure of assertiveness, What Are You Like?, did not discriminate sufficiently among the groups to allow for meaningful and valid comparisons.

The second measure of assertiveness, What Would You Do?, proved to be a more effective instrument for detecting differences between groups and over time. The scores of three of the five groups reflected changes over the school year, all of which were in the direction of increased assertive behavior. Interestingly, while two of the groups which demonstrated significant shifts were white, the program participants, the majority of whom were black, represented the third group to show a significant increase. In addition, the mean difference between the pre- and post-test scores for the group composed of program participants was larger than either of the mean differences for the other two groups. The basis for the observed changes in each of the two white groups (male and female) was not ascertainable. Alternative explanations, e.g., a maturation-related change, could be advanced but, in the absence of adequate data for testing, would only represent an intellectual exercise. As such, no attempt will be made to account for these observed changes.

The conclusion that the training program had a significant and positive impact upon many program participants seems amply supported by the preceding results.

Videotape. A scale was developed in an attempt to measure the level of assertive behavior as seen in a standardized videotaped role play (shown in Appendix I). However, this measure did not correlate significantly with the paper-and-pencil measure and did not discriminate among the role players; therefore, this approach was not pursued.

The videotape recorder which was used during many of the group sessions for taping and playing back the role-play activities proved to be an extremely valuable technique. The process of viewing their own behaviors as they appear to others had a marked impact upon the participants. The videotape recorder contributed to the effectiveness of the program by allowing demonstration rather than just verbal descriptions of ineffective and effective interpersonal behaviors.

Communication Effects

The second purpose of the project was to lessen the communication problems between students and teachers and between students of different ethnic groups. Data relevant to this purpose was collected by means of a measure included in the Student Questionnaire. This measure was entitled "Understanding People" and had three sections. These three sections dealt respectively with communication problems connected with interaction between (a) student-teacher, (b) respondent-peer of same race and opposite sex, and (c) respondent-peer of another race and same sex. While some changes in the extent of reported communication problems were noted, none of these changes proved statistically significant. While several of the differences approached a significant level, the extremely large variances associated with the mean scores resulted in a decreased probability of an observed difference exceeding the specified probability level.

Although this second purpose of the project was not achieved, in retrospect the optisism of the staff concerning the probable impact of the program may have led them to develop unrealistic goals. The sources of communication problems between people are multiple and diverse. While a program of this type can be expected to positively impact upon communication effectiveness, participation in the program would necessarily be at a much higher level than on a weekly basis in order to produce significant results.

Effect on Sense of Rejection

The third purpose of the project involved the effect of the program on participants' perceptions of rejections by their peers. The measure in the Student Questionnaire relevant to this purpose was the section entitled "How Others Feel." This section ascertained the extent to which the respondent had experienced a sense of rejection by three different stimulus groups: (a) other students, (b) members of the opposite sex, and (c) members of another race.

The results of the analysis indicated that this purpose was satisfactorily achieved. The only one of the five student groups reporting a significantly lessened sense of rejection by other students over the course of the school year was the group composed of the program participants.

Increased interpersonal competence leads to such a result in two ways. As the individual develops increased interpersonal competence, his self-confidence increases while his expectation of experiencing rejection by others decreases. Secondly, those with whom the individual interacts are in fact less likely to reject someone who displays self-confidence, thereby further decreasing the individual's expectation of being rejected. The individual who expects to be

accepted by others is more likely to be accepted than the person who anticipates rejection.

People are less reluctant to reject an individual who behaves in a submissive or aggressive manner than one who displays appropriately assertive behavior.

The data relevant to the students' perception of rejection by members of the opposite sex showed some interesting changes. The program participants reported a significantly lower sense of rejection by members of the opposite sex at the end than they did at the beginning of the school year. A similar shift was also reported for the black male and black female groups. The reason for the change in these latter two groups could not be identified on the basis of the available data. It is unlikely that the change is related to increased familiarity with members of the opposite sex just as a result of contact during the school year. If this were the case, significant differences should also have been observed for the white male and female groups. Other than the fact that the pre-test scores for the black male and female groups were the highest of the five groups and the shifts might only represent regression to the mean, a reasonable explanation for the changes was not identified.

One additional significant pre- and post-test difference occurred in the white males' sense of rejection by members of another race. This shift may have resulted from a relatively heavy emphasis upon reports by the school and community. A high degree of contact between the races in the course of school athletic programs and other recreational opportunities, together with shared positive reinforcements, could have produced the observed shift.

The fact that only the program participants significantly decreased in their perceptions of rejection by other students in general, while shifts in other group scores were associated with more specific stimulus groups, tends to support the conclusion that the effect upon the program participants was relatively pervasive.

Attitudes

The final purpose of the report dealt with the development of more positive attitudes on the part of program participants toward (a) school, (b) teachers, and (c) students of the other ethnic group.

Pre- and post-test scores for each of the five groups for each of the four attitude measures were compared to identify significant changes over the course of the year. An unanticipated finding was that 18 of the 20 observed differences were in a less positive direction. The two exceptions involved very small shifts in a more positive direction.

Since the attitude measurement technique which was used has been employed in numerous attitude studies cited in the literature, it is unlikely that the shifts are an artifact of the instrument.

Several alternative explanations for the observed changes were considered. The first alternative is that the shifts reflect a statistical regression to the mean and are not valid indicators of the students' attitudes. A second alternative explanation is that

in the course of interacting with many of the students throughout the school year the HumRRO staff members were viewed as more trustworthy by the students at the time of the post-test. This increased trust resulted in the students expressing their actual attitudes which were not inflated by the factor of social desirability as were their pre-test scores. A third alternative explanation concerns the point in time at which the post-test was administered. By the end of the school year, many of the students will have developed a relatively negative outlook toward anything connected with school. Since the Student Questionnaire was administered in a classroom setting and mentioned both teachers and school, the attitude measures might simply have tapped the general negative feeling of the students.

These alternative explanations are obviously not mutually exclusive. It is possible that all three are relevant to the observed results.

CONSIDERATIONS IN ESTABLISHING AN INTERPERSONAL RELATIONS TRAINING PROGRAM

Program Structure and Scheduling

Separation of the training program into two phases and training student leaders for the interpersonal relations training groups proved very effective in this project. In any program of this type, Phase I should last for at least three weeks, with meetings scheduled on a daily basis. This allows sufficient time for the students to become thoroughly familiar with the training model and its implementation. The students also have

sufficient time to rehearse their role of group leader under supervision. The selection by staff members of students to serve as group leaders in Phase II can be made on a more reliable basis when the students can be observed functioning as group leaders for several sessions.

The second phase should be broken into segments on a logical basis to allow shifts in the participant group. Each segment should be of sufficient length to allow 12-14 hours of participation per student. It is recommended that each group meet twice a week for the first two weeks and on a weekly basis thereafter. The frequent initial meetings facilitate the development of a relaxed and open group atmosphere which is a critical requirement for program effectiveness.

Program Participants

By having the school counselor sit in some of the group discussions, continuity throughout the year is assured. Other, well-accepted teachers can provide valuable inputs to the group discussion. The teachers should be present on a participative rather than on an observational basis.

The students participating in the program should be provided some type of incentive, which may take the form of course credit, money, or recognition. (In this project, the students in Phase I received both financial and recognition types of incentives.) Provision of an incentive may be necessary to obtain the initial commitment of those students who are considered critical to program success, the leaders in the student body.

Support by the System

Student leaders should be familiarized by the appropriate administrator with the system used to account for students' location during the day. These student leaders should be required to use the system on the days the discussion groups meet to insure that all students are accounted for.

The school system needs to visibly support the training program. Coordination between the principal and the student leaders in scheduling the group meetings will sometimes be required. Suitable physical facilities must also be made available. It will also be necessary to establish procedures which allow the participating students to skip any activity which conflicts with the group session. If possible, the school system should make a videotape recorder available for taping the role-play portions of each group session.

Information Dissemination

Every individual in the school (teachers, students, administrators) should be fully informed of the program and its purpose. In addition, information about the progress of the program should also be provided to all individuals in the system during the course of the year. In the event of the training program being institutionalized, this procedure will need to be reported annually.

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Appendix A

STUDENT REACTION FORM

This form, completed by students who participated in Phase I of the interpersonal relations training program, elicited their reactions and perceptions concerning the program.

QUESTIONNAIRE

1. Did you enjoy the assertive training program?

   Yes ____ No ____

2. a. Do you feel that you learned anything from the training program?

   Yes ____ No ____

   b. What do you feel that you learned?

3. a. Have you used any of the new behaviors you learned about in assertive training?

   Yes ____ No ____

   b. If Yes, please describe how you were able to use the behaviors.

4. Do you feel that most high school students would benefit from assertive training?

   Yes ____ No ____

5. Describe the ways that you feel most students would benefit from assertive training?

6. a. Do you feel the school benefits from students receiving assertive training?

   Yes ____ No ____

   b. If Yes, in what ways does the school benefit?

Appendix B

STUDENT ASSESSMENT FORM

This form was used to obtain the teacher observations concerning those students who had participated in the interpersonal relations training program.

Student Assessment

We are interested in determining whether any changes in the manner with which each of the following students deals with various interpersonal situations (involving other students or teachers) have occurred since the beginning of the 1973-74 school year.

We are requesting your cooperation to aid us in this determination. Please use the following procedure in completing this form.

1. Consider each student in turn. If you have not had any contact with that student, write N/C in the row beside that student's name.

2. If you have had sufficient contact with that student to form an impression of the manner in which the student deals with various interpersonal situations, then ask yourself the following question: "What incidents have I observed during this school year that reflect changes in this student's effectiveness in dealing with interpersonal situations?"

3. a. If you are unable to identify any such situations, write N/A to the right of that student's name.

   b. If you are able to identify one or more situations, briefly describe the situation, and also indicate how this situation demonstrates a change from the beginning of the school year. Please make your comments brief, but complete.

      If you wish to write more than you can get in the space provided, you may use the back of the sheet. Please put the student number beside any additional comments which you make on the back.

4. When you have completed this form, please enclose it in the attached envelope and leave it in the principal's office.

5. You do not need to sign the form.

We appreciate very much your cooperation in providing this very valuable information.

Student		Situation descriptions and specification of the manner in which any perceived changes were demonstrated by each situation description
No.	Name	

Appendix C

STUDENT QUESTIONNAIRE

All high school students were required to complete this form, which contained six different measures.

This booklet is part of a project being conducted in the high schools in Taylor County by the Human Resources Research Organization.

Your answers to the questions in this booklet will be strictly confidential, only the researchers will see them. Please answer the questions on the basis of how you feel as there are no right or wrong answers. This is not a test.

We would like for you to put your name on the booklet. There will be other questionnaires during the school year, and we would like to be able to match your answers on one questionnaire with those on another questionnaire.

Name _____

Grade _____

Sex: Male _____

Female _____

WHAT ARE YOU LIKE?

This section contains a number of descriptions of how someone might act. For each item, decide how much you are like that, or how often you do the thing described in the sentence.

After reading the sentence, decide how well it fits you. Then look at the answers below it and check the ONE that best fits you.

Example: I try to be on time for class.

_____ Always

_____ Most of the Time

_____ Sometimes

_____ Never

If you feel that most of the time you try to get to class on time, put a check-mark in the blank beside "Most of the Time."

Do the same thing with each of the items on the following pages. Be sure and mark a choice for each item.

Mark only one choice for each item.

Remember, there are no right or wrong answers.

1. I let people know about it when I think they are being unfair to me (like if they keep me waiting a long time for them).

_____ Always

_____ Most of the Time

_____ Sometimes

_____ Never

2. I tell people how I really feel, instead of telling them what I think they might want to hear (like telling friends what I think of their clothes if they ask me).

_____ Always

_____ Most of the Time

_____ Sometimes

_____ Never

3. When I meet someone I think I would like to know better, I try to be very friendly and talk with that person.

_____ Always

_____ Most of the Time

_____ Sometimes

_____ Never

4. If I disagree with someone, I tell them so instead of just keeping it to myself.

_____ Always

_____ Most of the Time

_____ Sometimes

_____ Never

5. When I feel that I have done something interesting, I let others know about it.

_____ Always

_____ Most of the Time

_____ Sometimes

_____ Never

6. If someone compliments me on something, I feel as though that person is making too much of a big thing out of it.

_____ Always

_____ Most of the Time

_____ Sometimes

_____ Never

7. If someone compliments me on something, I get flustered and don't really know what to say.

_____ Always

_____ Most of the Time

_____ Sometimes

_____ Never

8. If a friend makes a request of me that I feel is unreasonable, I refuse.

_____ Always

_____ Most of the Time

_____ Sometimes

_____ Never

9. If someone questions my opinion when we're discussing things, I try to justify my opinion.

_____ Always

_____ Most of the Time

_____ Sometimes

_____ Never

10. It makes me uncomfortable when I meet individuals of the opposite sex. (I don't know what to say to that person.)

_____ Always

_____ Most of the Time

_____ Sometimes

_____ Never

11. It makes me uncomfortable when I meet individuals of another race. (I don't know what to say to that person.)

_____ Always

_____ Most of the Time

_____ Sometimes

_____ Never

12. I look people in the eye when I am discussing something with them.

_____ Always

_____ Most of the Time

_____ Sometimes

_____ Never

13. I become upset if someone criticizes me.

_____ Always

_____ Sometimes

_____ Not Very Often

_____ Never

WHAT WOULD YOU DO?

A number of situations are described below. Each situation involves two or more people. You are to decide how you would act in each situation. Following the description of each situation are a number of ways in which that situation might be handled. Put a check in the blank beside the one you choose. Check only one. There are no right or wrong answers. Your opinion is the only answer.

1. You are trying to study because you have a very important test the next day. Several of your friends keep talking to you and interrupting your study.

   What would you do?

   a. _____ I would quit studying and join in the conversation.

   b. _____ I would try to answer any questions they asked and would try to study when I wasn't talking.

   c. _____ I would try to ignore them.

   d. _____ I would firmly tell them that I had to study and ask them to keep the noise down.

   e. _____ I would slam the book and tell them to leave me alone.

   f. _____ I would get angry and leave.

2. You are standing in line at a movie. You have been waiting for 15 minutes and it's getting pretty close to show time. You're still pretty far from the beginning of the line, and you're starting to wonder if there will be enough tickets left. You are waiting patiently when two people walk up to the person in front of you and they begin talking. They're obviously all friends and they're going to the same movie. You look at your watch and notice that the show starts in two minutes. Just then one of the newcomers says to the friend who is in line, "This line is pretty long. Can we cut in here with you?" Their friend tells them, "O.K., a couple more won't make any difference." As the two people squeeze in line between you and their friend, one

of them looks at you and says, "Excuse me. You don't mind if we cut in do you?"

What would you do?

a. _____ I would quietly answer that I didn't mind.

b. _____ I would ignore the question.

c. _____ I would quietly answer that I did mind and suggest that they go to the end of the line.

d. _____ I would answer that I did mind and I was going to report them to the manager.

e. _____ I would become very angry with these people, and would tell them so.

f. _____ I would force them out of the line on my own.

3. The bell has just rung, ending your last class of the day. You and your friends have made plans for after school and you are really looking forward to getting started. As you collect your books and get ready to leave, the teacher calls you to the front of the room. You wonder what could be wrong. She asks, "Would you mind staying after school? I need some help to finish up a project. It won't take more than 45 minutes." One of your friends is going to drive a car, and you know that your friends want to leave as soon as possible. If your friends wait for you, all of you will be late.

What would you do?

a. _____ I would tell her that I would be glad to stay.

b. _____ I would tell her that I would be glad to stay and, without telling her about my plans, would send word to my friends to go without me.

c. _____ I would tell her that if I hadn't made plans I would be glad to stay, but my friends were waiting for me now.

d. _____ I would tell her that I couldn't stay and then leave.

e. _____ I would ask her why she was picking on me, and tell her that my friends were waiting.

f. _____ I would agree to stay but would let her know that I didn't really want to and that I was very upset with her.

4. You have wanted to date a particular person for quite awhile. Finally, you have a date with that person to attend a movie. Your date's parents offer to take the two of you to a restaurant for dinner before the movie. Your date accepts the offer. At dinner you order fish and when it is served, it is too raw for you to eat.

What would you do?

a. _____ I would go ahead and try to eat part of the fish.

b. _____ I would not eat any of the fish and would just leave it on my plate.

c. _____ I would tell my date's father about the fish.

d. _____ I would comment about the fish so that the waiter could overhear me.

e. _____ I would quietly tell the waiter that the fish wasn't cooked enough and would ask him to return it to the kitchen.

f. _____ I would be angry with the waiter and tell him to take the fish away and cook it some more.

5. A friend of yours asked you to a party. When you arrive, you find that your friend is the only one there that you know. Your friend has to leave you pretty often and is not able to spend much time with you.

What would you do?

a. _____ I would stay out of the way and talk to my friend from time to time.

b. _____ Tell my friend that I had to leave early, and then leave as soon as possible.

c. _____ Ask my friend to introduce me to some of the people there.

d. _____ Go up to someone who is standing off to the side and introduce myself, and start a conversation.

e. _____ Go up to a very small group of people who are talking, wait for a break in the conversation, and introduce myself.

f. _____ Go up to a group of people who are talking, break into the conversation, and introduce myself.

6. You are attending a dance. You really want to dance with one of the girls there but you haven't met her, although you know her name.

What would you do?

a. _____ Since I hadn't met her, I would just forget about dancing with her.

b. _____ I would ask one of my friends to see if she would dance with me.

c. _____ I would try to find someone that would introduce me to her.

d. _____ I would go up to her and ask her if she wanted to dance.

e. _____ I would go up to her and tell her that I wanted this dance.

f. _____ I would go up to her, take her hand, and lead her onto the dance floor.

UNDERSTANDING PEOPLE

Sometimes people have trouble understanding what someone else means when they say something. This has happened to almost everyone at one time or another.

We are interested in finding out who you have trouble understanding, and whether you have more trouble with one topic than with others.

Below is a listing of different types of people who might discuss something with you. Several things that you might be discussing are listed for each type of person.

Following each description are a number of percentages. For each description, select the ONE percentage which comes closest to showing how often you have trouble in communicating with that person about that specific thing. Place a check-mark in the blank beside the percentage that you choose.

There are no right or wrong answers, only your opinion is important.

1. I have had problems in understanding what a teacher meant when we were discussing classwork.

_____ 0% of the time

_____ 10% of the time

_____ 25% of the time

_____ 50% of the time

_____ 75% of the time

_____ 90% of the time

_____ 100% of the time

2. I have had problems in understanding what a teacher meant when we were discussing my behavior in class.

_____ 0% of the time

_____ 10% of the time

_____ 25% of the time

_____ 50% of the time

_____ 75% of the time

_____ 90% of the time

_____ 100% of the time

3. I have had problems in understanding what a teacher meant when we were discussing the way I had acted with one of the other students.

_____ 0% of the time

_____ 10% of the time

_____ 25% of the time

_____ 50% of the time

_____ 75% of the time

_____ 90% of the time

_____ 100% of the time

4. I have had problems in understanding what someone of the same race, but opposite sex, meant when we were discussing the actions of someone else.

_____ 0% of the time

_____ 10% of the time

_____ 25% of the time

_____ 50% of the time

_____ 75% of the time

_____ 90% of the time

_____ 100% of the time

5. I have had problems in understanding what someone of the same race, but opposite sex, meant wher we were discussing people in general.

_____ 0% of the time

_____ 10% of the time

_____ 25% of the time

_____ 50% of the time

_____ 75% of the time

_____ 90% of the time

_____ 100% of the time

6. I have had problems in understanding what someone of another race, but the same sex, meant when we were discussing the actions of someone else.

_____ 0% of the time

_____ 10% of the time

_____ 25% of the time

_____ 50% of the time

_____ 75% of the time

_____ 90% of the time

_____ 100% of the time

7. I have had problems in understanding what someone of another race, but the same sex, meant when we were discussing people in general.

_____ 0% of the time

_____ 10% of the time

_____ 25% of the time

_____ 50% of the time

_____ 75% of the time

_____ 90% of the time

_____ 100% of the time

HOW OTHERS FEEL

This section concerns the way you think that others see you.

Your opinion is the only correct answer. Select the one answer to each item which best expresses the way you think others feel about you. Place a check-mark in the blank beside the answer you choose.

1. Other students are interested in what I have to say.

_____ Completely Agree	_____ Completely Disagree
_____ Agree Pretty Much	_____ Disagree Pretty Much
_____ Slightly Agree	_____ Slightly Disagree

2. Members of the opposite sex do not like to be with me.

_____ Completely Agree	_____ Completely Disagree
_____ Agree Pretty Much	_____ Disagree Pretty Much
_____ Slightly Agree	_____ Slightly Disagree

3. Members of another race accept me as I am.

_____ Completely Agree	_____ Completely Disagree
_____ Agree Pretty Much	_____ Disagree Pretty Much
_____ Slightly Agree	_____ Slightly Disagree

4. Most of the other students accept me as I am.

_____ Completely Agree	_____ Completely Disagree
_____ Agree Pretty Much	_____ Disagree Pretty Much
_____ Slightly Agree	_____ Slightly Disagree

5. I feel that I am left out of most of the other students' activities.

_____ Completely Agree

_____ Agree Pretty Much

_____ Slightly Agree

_____ Completely Disagree

_____ Disagree Pretty Much

_____ Slightly Disagree

HOW DO YOU FEEL?

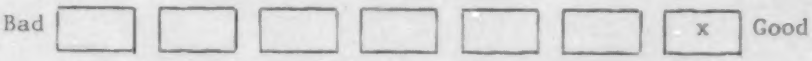
The purpose of this section is to find out how you feel about several things.

On each of the next four pages you will find one or more words at the top of the page. Use the scales on that page to tell how you feel about the word or words at the top of the page.

Here is how you use the scales. There are seven pairs of words listed on each page. Place a mark in ONE of the seven boxes between EACH PAIR of words. The closer you put your mark to one word of the pair, the more you think that word describes the term better than the other word of the pair.

For example, if you feel that the word "Good" completely describes the way you feel about School, then you would mark the box closest to the word "Good."

Example:



But, if you felt that "Bad" best describes the way you feel about School, then you would mark the box closest to the word "Bad."

Example:

If you think that one of the words does not describe your feeling any better than the other word of the pair, then mark the middle box.

Example:

You can use any one of the seven boxes. Choose the one that best shows how you feel.

Place only one mark between each pair of words.

Remember, there are no right or wrong answers.

SCHOOL

Bad	☐	☐	☐	☐	☐	☐	☐	Good
Ugly	☐	☐	☐	☐	☐	☐	☐	Beautiful
Dirty	☐	☐	☐	☐	☐	☐	☐	Clean
Worthless	☐	☐	☐	☐	☐	☐	☐	Valuable
Cruel	☐	☐	☐	☐	☐	☐	☐	Kind
Dishonest	☐	☐	☐	☐	☐	☐	☐	Honest
Unfair	☐	☐	☐	☐	☐	☐	☐	Fair

BLACK STUDENTS

WHITE STUDENTS

WHO DO YOU PREFER?

In completing this section, please use both the first and last names.

Remember, your answers will be kept completely confidential. Write what you really feel.

1. a. Write the names of the three students in your grade that you would most prefer to be in class with you (even if they are already in this class with you).

   b. Write the names of the three students in your grade that you would least prefer to be in class with you (whether they are in this class with you or not).

2. a. Write the names of the three students in your grade that you would most prefer to work with on a school project.

   b. Write the names of the three students in your grade that you would least prefer to work with on a school project.

3. a. Write the names of the three students in your grade that you would <u>most</u> prefer to talk with (on any topic).

b. Write the names of the three students in your grade that you would <u>least</u> prefer to talk with (on any topic).

Appendix D

STUDENT QUESTIONNAIRE RATIONALES, SCORING PROCEDURES, AND SCORE INTERPRETATIONS

This Appendix presents the rationale, scoring procedures, and interpretation of the assigned score for each of the six measures included in the Student Questionnaire.

What Are You Like?

Rationale

This is one of the two sections included in the questionnaire for the purpose of measuring each student's present level of assertiveness. This section required the student to state how well certain behavioral descriptions apply personally. The descriptions pertained to assertive behavior.

Scoring

There were 13 items in this section, with four response alternatives per item. Weights based on the level of assertiveness were assigned each response alternative. Each individual's score was the sum of the weights associated with the alternatives selected. Following are the items, response alternatives, and the weights assigned each alternative.

1. I let people know about it when I think they are being unfair to me (like if they keep me waiting a long time for them).

   4 Always

   3 Most of the Time

   2 Sometimes

   1 Never

2. I tell people how I really feel, instead of telling them what I think they might want to hear (like telling friends what I think of their clothes if they ask me).

   4 Always

   3 Most of the Time

   2 Sometimes

   1 Never

3. When I meet someone I think I would like to know better, I try to be very friendly and talk with that person.

4 Always

3 Most of the Time

2 Sometimes

1 Never

4. If I disagree with someone, I tell them so instead of just keeping it to myself.

4 Always

3 Most of the Time

2 Sometimes

1 Never

5. When I feel that I have done something interesting, I let others know about it.

4 Always

3 Most of the Time

2 Sometimes

1 Never

6. If someone compliments me on something, I feel as though that person is making too much of a big thing out of it.

1 Always

2 Most of the Time

3 Sometimes

4 Never

7. If someone compliments me on something, I get flustered and don't really know what to say.

1 Always

2 Most of the Time

3 Sometimes

4 Never

8. If a friend makes a request of me that I feel is unreasonable, I refuse.

4 Always

3 Most of the Time

2 Sometimes

1 Never

9. If someone questions my opinion when we're discussing things, I try to justify my opinion.

1 Always

2 Most of the Time

3 Sometimes

4 Never

10. It makes me uncomfortable when I meet individuals of the opposite sex. (I don't know what to say to that person.)

1 Always

2 Most of the Time

3 Sometimes

4 Never

11. It makes me uncomfortable when I meet individuals of another race. (I don't know what to say to that person.)

1 Always

2 Most of the Time

3 Sometimes

4 Never

12. I look people in the eye when I am discussing something with them.

4 Always

3 Most of the Time

2 Sometimes

1 Never

13. I become upset if someone criticizes me.

1 Always

2 Sometimes

3 Not Very Often

4 Never

The minimum and maximum possible scores are 13 and 52, respectively.

Score Interpretation

The larger the score, the more the respondent can be expected to generally exhibit assertive behavior.

What Would You Do?

Rationale

This is the second of the two sections in the questionnaire which were designed to measure the respondent's assertiveness. This section contained several detailed situational descriptions in which assertive behavior could be exhibited.

A number of response alternatives were provided for each situational description. These response alternatives allowed the respondent to select behavioral descriptions which could be categorized as either: (1) unassertive, or (2) assertive, or (3) over-assertive (aggressive).

Scoring

There were six situational descriptions in this section, with six behavioral alternatives listed for each situation. The alternatives were weighted according to level of assertiveness reflected by the behavior. A total score was assigned the respondent, based on the sum of the weights associated with the six behavioral alternatives selected by that respondent.

Following are the situational descriptions, behavioral alternatives, and weights.

1. You are trying to study because you have a very important test the next day. Several of your friends keep talking to you and interrupting your study.

   What would you do?

   a. 1 I would quite studying and join in the conversation.

   b. 2 I would try to answer any questions they asked and would try to study when I wasn't talking.

   c. 3 I would try to ignore them.

   d. 4 I would firmly tell them that I had to study and ask them to keep the noise down.

   e. 5 I would slam the book and tell them to leave me alone.

   f. 6 I would get angry and leave.

2. You are standing in line at a movie. You have been waiting for 15 minutes and it's getting pretty close to show time. You're still pretty far from the beginning of the line, and you're starting to wonder if there will be enough tickets left. You are waiting patiently when two people walk up to the person in front of you and they begin talking. They're obviously all friends and they're going to the same movie. You look at your watch and notice that the show starts in two minutes. Just then one of the newcomers says to the friend who is in line, "This line is pretty long. Can we cut in here with you?" Their friend tells them, "O.K., a couple more won't make any difference." As the two people squeeze in line between you and their friend, one of them looks at you and says "Excuse me. You don't mind if we cut in do you?"

What would you do?

a. 1 I would quietly answer that I didn't mind.

b. 2 I would ignore the question.

c. 3 I would quietly answer that I did mind and suggest that they go to the end of the line.

d. 4 I would answer that I did mind and I was going to report them to the manager.

e. 5 I would become very angry with these people, and would tell them so.

f. 6 I would force them out of the line on my own.

3. The bell has just rung, ending your last class of the day. You and your friends have made plans for after school and you are really looking forward to getting started. As you collect your books and get ready to leave, the teacher calls you to the front of the room. You wonder what could be wrong. She asks, "Would you mind staying after school? I need some help to finish up a project. It won't take more than 45 minutes." One of your friends is going to drive a car, and you know that your friends want to leave as soon as possible. If your friends wait for you, all of you will be late.

What would you do?

a. 1 I would tell her that I would be glad to stay.

b. 2 I would tell her that I would be glad to stay and, without telling her about my plans, would send word to my friends to go without me.

c. 3 I would tell her that if I hadn't made plans I would be glad to stay, but my friends were waiting for me now.

d. 4 I would tell her that I couldn't stay and then leave.

e. 5 I would ask her why she was picking on me, and tell her that my friends were waiting.

f. 6 I would agree to stay but would let her know that I didn't really want to and that I was very upset with her.

4. You have wanted to date a particular person for quite awhile. Finally, you have a date with that person to attend a movie. Your date's parents offer to take the two of you to a restaurant for dinner before the movie. Your date accepts the offer. At dinner you order fish and when it is served, it is too raw for you to eat.

What would you do?

a. 1 I would go ahead and try to eat part of the fish.

b. 2 I would not eat any of the fish and would just leave it on my plate.

c. 3 I would tell my date's father about the fish.

d. 4 I would comment about the fish so that the waiter could overhear me.

e. 5 I would quietly tell the waiter that the fish wasn't cooked enough and would ask him to return it to the kitchen.

f. 6 I would be angry with the waiter and tell him to take the fish away and cook it some more.

5. A friend of yours asked you to a party. When you arrive, you find that your friend is the only one there that you know. Your friend has to leave you pretty often and is not able to spend much time with you.

What would you do?

a. 1 I would stay out of the way and talk to my friend from time to time.

b. 2 Tell my friend that I had to leave early, and then leave as soon as possible.

c. 3 Ask my friend to introduce me to some of the people there.

d. 4 Go up to someone who is standing off to the side and introduce myself, and start a conversation.

e. 5 Go up to a very small group of people who are talking, wait for a break in the conversation, and introduce myself.

f. 6 Go up to a group of people who are talking, break into the conversation, and introduce myself.

6. (Male) You are attending a dance. You really want to dance with one of the girls there but you haven't met her, although you know her name.

What would you do?

a. 1 Since I hadn't met her, I would just forget about dancing with her.

b. 2 I would ask one of my friends to see if she would dance with me.

c. 3 I would try to find someone that would introduce me to her.

d. 4 I would go up to her and ask her if she wanted to dance.

e. 5 I would go up to her and tell her that I wanted this dance.

f. 6 I would go up to her, take her hand, and lead her onto the dance floor.

6. (Female) You are attending a dance. A boy whom you don't know comes up to you and asks you to dance. You don't feel like dancing and don't like the looks of the boy.

What would you do?

a. 1 I would get up and go dance with him anyway.

b. 2 I would dance with him but would tell him that I might not be able to finish the dance.

c. 3 I would explain to him that I didn't feel well and would rather not dance now.

d. 4 I would tell him that I would prefer not to dance now.

e. 5 I would tell him that I will not dance with boys I don't know.

f. 6 I would tell him that I didn't want to dance with him.

The minimum and maximum possible scores are 6 and 36, respectively.

Score Interpretation

This section presented a greater problem with respect to interpretation than any other section in the questionnaire. Basically, this problem stemmed from the fact that the same weight was not assigned the most appropriate level of assertive behavior for every situation. Accordingly, a range of total scores was developed for each of the three possible categories previously specified: (1) unassertive, (2) assertive, and (3) aggressive. These categories reflected the respondent's general method of dealing with such situations.

The ranges corresponding to each of these three categories are presented below.

Category	Range of Total Score
1. Unassertive	6 - 20
2. Assertive	21 - 26
3. Aggressive	27 - 36

Understanding People

Rationale

This section was included in the questionnaire to identify the extent of communication problems existing between (a) students and teachers and (b) student and student, with especial emphasis placed on the percentage of interracial communication problems. The respondent indicated the percentage of time a communication problem had been experienced for a particular topic with a specific category of other person.

The items were subsumed by three categories: (1) respondent-teacher, (2) respondent-peer of same race and opposite sex, and (3) respondent-peer of another race but same sex. Several topics which might involve communication problems were specified for each relationship.

Scoring

There were seven percentages specified for each item (0%, 10%, 25%, 50%, 75%, 90%, and 100%). Scoring consisted of recording the percentage selected by the respondent. Scores were developed for each of the three categories of relationships specified above. Each score was the mean of the percentages selected for all items subsumed by that category.

The categories and the items subsumed by each are presented below.

A. Respondent-Teacher

1. I have had problems in understanding what a teacher meant when we were discussing classwork.

2. I have had problems in understanding what a teacher meant when we were discussing my behavior in class.

3. I have had problems in understanding what a teacher meant when we were discussing the way I had acted with one of the other students.

B. Respondent-Peer of Same Race, Opposite Sex

4. I have had problems in understanding what someone of the same race, but opposite sex, meant when we were discussing the actions of someone else.

5. I have had problems in understanding what someone of the same race, but opposite sex, meant when we were discussing people in general.

C. Respondent-Peer of Another Race, Same Sex

6. I have had problems in understanding what someone of another race, but the same sex, meant when we were discussing the actions of someone else.

7. I have had problems in understanding what someone of another race, but the same sex, meant when we were discussing people in general.

The minimum and maximum scores are 0% and 100%, respectively.

Score Interpretation

The larger the score, the greater the frequency of communication problems experienced by the respondent for a particular relationship.

How Others Feel

Rationale

This section was designed to assess the extent to which the student felt rejected by: other students in general, members of the opposite sex, and members of another race. One or more items elicited the student's perception of rejection by each of these three stimulus groups. Feelings of rejection are frequently associated with a lack of appropriate assertive behavior.

Scoring

The student indicated the degree of agreement with each item on a 6-point scale. Weights were assigned each response alternative. Where multiple items referred to a single stimulus group, the weights were summed to obtain a single score. An overall score was obtained by summing the score obtained for each of the three stimulus groups.

The five items in this section are shown below, grouped by the focal stimulus group, together with the weights for each response alternative.

A. Other Students

1. Other students are interested in what I have to say.

1 Completely Agree	6 Completely Disagree
2 Agree Pretty Much	5 Disagree Pretty Much
3 Slightly Agree	4 Slightly Disagree

2. Most of the other students accept me as I am.

1 Completely Agree	6 Completely Disagree
2 Agree Pretty Much	5 Disagree Pretty Much
3 Slightly Agree	4 Slightly Disagree

3. I feel that I am left out of most of the other students' activities.

6 Completely Agree	1 Completely Disagree
5 Agree Pretty Much	2 Disagree Pretty Much
4 Slightly Agree	3 Slightly Disagree

B. Members of the Opposite Sex

4. Members of the opposite sex do not like to be with me.

6 Completely Agree	1 Completely Disagree
5 Agree Pretty Much	2 Disagree Pretty Much
4 Slightly Agree	3 Slightly Disagree

C. Members of Another Race

5. Members of another race accept me as I am.

1 Completely Agree	6 Completely Disagree
2 Agree Pretty Much	5 Disagree Pretty Much
3 Slightly Agree	4 Slightly Disagree

The minimum and maximum scores for each stimulus group are as follows:

Stimulus Group	Minimum	Maximum
A. Other Students	3	18
B. Opposite Sex	1	6
C. Another Race	1	6

The minimum and maximum scores for this section of the questionnaire are as follows:

	Minimum	Maximum
Overall	5	30

Score Interpretation

The larger the score, the greater the student's sense of rejection, whether from a particular stimulus group, or for all stimulus groups.

How Do You Feel?

Rationale

This section contained several measures of student attitudes. These attitudes were measured by means of the semantic differential technique. This technique involved the respondent rating a concept on a set of bi-polar adjectives separated by seven scale divisions. The respondent indicated how well one or the other of the adjectives described the concept by selecting a specific scale division. Student attitudes measured in this section were toward: (1) school, (2) teachers, (3) black students, and (4) white students.

Scoring

Each of the seven scale divisions was assigned a value from one to seven, with the lower value being assigned the division closest to the negative adjective. The respondent's score was the value assigned the division which was selected. The scores for each of the seven sets of adjectives were summed, and this total score represented the attitude measure.

The same procedure was followed for all four concepts, yielding four attitude measures.

The set of bi-polar adjectives used for each concept is presented below, together with the value assigned each scale division.

Bad	1	2	3	4	5	6	7	Good
Ugly	1	2	3	4	5	6	7	Beautiful
Dirty	1	2	3	4	5	6	7	Clean
Worthless	1	2	3	4	5	6	7	Valuable
Cruel	1	2	3	4	5	6	7	Kind

Dishonest	1	2	3	4	5	6	7 Honest
Unfair	1	2	3	4	5	6	7 Fair

The minimum and maximum scores for each measure are 7 and 49, respectively.

Score Interpretation

The larger the score, the more positive the respondent's attitude toward the specific concept.

Who Do You Prefer?

Rationale

This section of the questionnaire dealt with student interaction patterns. The respondent was requested to list the names of six students, the three most desirable and the three least desirable, for each of three activities: (1) to be in class with, (2) to work with on a school project, and (3) to talk with (on any topic).

An aspect of the interaction patterns which was of especial interest involved the extent to which interracial interaction was reported. This section allowed the identification of such interracial interaction.

Scoring

The only scoring involved the frequency of report of interracial interactions.

Score Interpretation

Inferentially, the greater the frequency of interracial interaction, the more positive the attitudes of members of each race toward another race, and the lower the probability of interracial incidents.

Appendix E

RESPONSES TO THE STUDENT REACTION FORM

The specific responses to each of the six items contained in the form are presented in this Appendix. Where a "Yes" or "No" response was required, the frequency with which each response alternative was selected is indicated.

STUDENT REACTIONS

1. Did you enjoy the assertive training program?

   Response: Yes - 29 No - 0

2. a. Do you feel that you learned anything from the training program?

   Response: Yes - 29 No - 0

   b. What do you feel that you learned?

Student	Response
1	How to assert myself in certain situations which could end up in a dispute.
2	How to cope with people more.
3	How to introduce myself to people and how to avoid fights.
4	I learned mostly how to handle small problems before they enlarge, and how to control my temper and not to be too objective and submissive but assert myself to the upmost.
5	I feel that I have learned that I can cope with any kind of problem without getting mad.
6	I have learned that if you handle yourself right in a situation, you feel better.
7	I feel that I learned how to handle myself better by thinking first.
8	I have learned mostly about myself first then you.
9	--
10	That there are risks in being assertive but it is best to go ahead and face the situation--a way is possible to tell someone something without them getting angry. To talk to people easier.
11	How to analyze and overcome problems that may arise.
12	I learned how to avoid problems and I also learned how to be more assertive.

Student	Response
13	To act in a more assertive manner when faced with problems.
14	I have learned that it is best to tell a person how you feel about a situation and try not to hurt him.
15	I learned to be able to listen to others and let them listen to me to achieve an objective.
16	I learned to be aware of the different types of situations, and I also learned to listen to others as well as have them listen to me.
17	To be assertive in situations that I usually explode in. I can handle my emotions better.
18	I feel that I learned how to handle different problems and how to talk to people without being too rude.
19	I learned how to control myself in situations better, and to try and help people with their own actions.
20	I've learned how to assert myself properly whether situations require being aggressive or submissive. I've lost a few false friends and gained a better personality.
21	I feel that I've learned how to assert myself properly. Before this training, the only way I thought you could solve a problem or situation was by fussing and fighting.
22	The ability to communicate properly with others.
23	How to handle myself.
24	How to act in the best way in different situations.
25	How to react in different situations to get my point across without offending others.
26	I feel that I learned people better, and how to handle situations better than I would have ordinarily.
27	How to handle myself under certain situations.
28	I learned to assert myself appropriately in certain difficult situations.
29	I feel that I have learned how to handle myself better in different situations.

3. a. Have you used any of the new behaviors you learned about in assertive training?

Response: Yes - 25 No - 3 No Answer - 1

b. If Yes, please describe how you were able to use the behaviors.

Student	Response
1	When I was in the lunch line and a guy was going to cut line in front of me, I told him that I minded and suggested that he go to the end of the line because I was very hungry.
2	In several matters that happened around school and at home.
3	How to talk to girls and introduce myself to people.
4	I had this problem with my girlfriend and this friend of hers; this friend did things to me (talking). Instead of getting upset and probably hit her, I didn't let her get away, but I told her not to do it in an easy manner (quietly).
5	I was able to use it by talking with the person that had made me mad instead of getting into a fight.
6	One behavior I used was to ignore people who talk about me.
8	When someone asks you something, they usually get it. Now I say, if I don't offer, don't ask.
9	One night I had a date with a dude that I really didn't want to date and, with the training I received in leadership, I was able to tell him politely and without making any hard feelings.
10	I simply went to the girl, got her attention, stood face-to-face with her, and showed in a no-joking way for her not to do it again. I was leaving it up to her to do it again or deal with whatever the situation ended in.
11	I cannot recall the occasion, but I distinctly remember thinking of this training course at the time.
13	My sister used to wear my clothes without asking, but I had a talk with her and she doesn't anymore.
14	When my mother does something that I do not like, I tell her but in a nice way that she won't be hurt or offended.

Student	Response
15	I was able to be around my boy friend without being shy of him, and to let people know how I feel without hurting them.
16	I was very willing to express my feelings and for the person to express his. I was not very submissive in handling the situation.
17	A friend told a secret that I didn't want anyone to know. I got mad, but I didn't explode. I just told her what I felt and we're still friends.
18	I had this friend who would always talk things she didn't know and she always showed off in a crowd. I had a talk with her and explained how I felt about her behavior and now she's trying to straighten up.
19	By talking about the situation and trying to convince the person the sensible way to handle the problem.
20	When my boy friend went to see another girl, I told him off but nicely. What I said made him regret what he did. He's been treating me right ever since.
21	I used it when my mother and I had a problem (personal).
22	I slowed the person down and tried to explain my feelings and point of view of the situation.
25	Different situations with my friends.
26	I was able to avoid certain incidents that might have been to my disadvantage if done in another manner.
27	I kept my cool and did not fly off the handle.
28	One night me and a couple of friends were walking the streets. We saw what seemed to be three young ladies, so, naturally, I whistled. When they came close enough for me to recognize them, I began to apologize, my friends ran.
29	I used it with peers who were harassing me. I almost got mad but I remembered what I had learned and I just ignored them.

4. Do you feel that most high school students would benefit from assertive training?

Response: Yes - 28 No - 1

5. Describe the ways that you feel most students would benefit from assertive training.

Student	Response
1	They would learn how to get along with different people and how to avoid different situations which usually end up in some kind of violence.
2	They would learn how to get along with people better.
3	They would learn how to get along with people and how to avoid from getting angry.
4	Being around most of my friends, this program would help a lot because some of them thinks one race is better than the other. I think they need this type of program to clear up a lot of grief inside them.
5	They can benefit from the assertive training by just talking instead of fighting, which can get them in trouble.
6	They will learn how to handle their behavior. They will get into lesser fights.
7	I believe that there would be fewer expelled from school because of behavior.
8	Students would know what to do in the future; they won't have to make the same mistakes.
9	Because some have brutal characters, I don't exactly mean like hate, but they could improve a considerably large amount if they received this training because it may make things a little easier for them in certain situations.
10	Maybe if they had this training it may prevent fights among the students. They could talk things over sensibly if they are sensible enough.
11	Many people do not realize they have rights of their own and this method of problem solving should be illustrated to them.
12	I think that if the students took the class they would be able to get along with each other better.

Student	Response
13	I feel that the students could learn to get along with each other better and could cope with problems better.
14	Most students will benefit from the program because it will give them a chance to cope with some of their problems they have. They will get in less trouble.
15	There are many students that are afraid to let their feelings flow, but when the training is applied, they will learn to let them flow and in a correct manner. Also, they may be able to get along with their teachers better.
16	The shy students who are afraid to speak up would benefit a great deal. They would be more prepared to face these types of problems.
17	There are a lot of high-tempered people in the world. If students could go to meetings and practice assertiveness, I think there would be less violence (especially in our school).
18	I think that most students need to take the assertive training because there are lots of rude people who don't sometimes realize it, and they need to learn how to handle themselves and their friends right.
19	They could cope with a situation better, and I believe less fights or arguments could be handled by assertive training.
20	They can get along better with their peers. It will help to develop a personality. They will become better aware of their surroundings.
22	Better communication with others. Less violence or any type misbehavior. Better understanding and personality.
23	They would know how to handle themselves.
24	So many students blow up at the least thing. This would be a way for students to act differently in situations.
25	A lot of fights and disagreements with fellow students could be prevented.
26	It would give them a whole new outlook on people and would be better around them and handle situations better.
27	It will help them see the other side of themselves.

Student	Response
28	It would give them more self assurance. They would have more confidence in themselves, and this would elevate their level of thinking in order for them to assert themselves appropriately.
29	Like me, they would learn to handle themselves better.

6. a. Do you feel the school benefits from students receiving assertive training?

Response: Yes - 28 "Depends on how it is used and taught" - 1

b. If Yes, in what ways does the school benefit?

Student	Response
1	There would be less fighting going on. The teachers and principals would have less trouble with the students.
2	It benefits a lot to the students. It helps the students to cope with his situation.
3	--
4	The reason I said Yes was because if you had more training of students or teachers to just sit down and rap to let them clear their heads, this would help, because it helped me assert myself in such a short time.
5	One way is that a lot of students will not get into trouble by fighting. Another way is that the students could learn that you don't have to fight to settle a disagreement.
6	There will be lesser people coming to office. Less fighting. The students will be better friends.
7	Because of the way certain things will go on. It's sort of an overall thing.
8	The school more peaceful.
9	Because it's safer. I mean, this could prevent a number of fights, because one of the students involved in the argument and also in leadership training would know how to handle the situation other than fighting. It also helps a considerably large amount when you want to get a point over in a conversation or in a public place.

Student	Response
10	Maybe the school wouldn't have to be bothered with having so much guarding, supervision, and discipline.
11	(Depends on how it is used and taught.)
12	Maybe there won't be any more fighting; they would try and reason with each other.
13	I think that the students would try and act in an assertive manner.
14	There will be less disturbance in the classrooms and hall. Also, the school wouldn't have to enforce more rules that the students won't carry out.
15	When the students began to get better attitudes, this will make it easier on everyone. The teacher will benefit from the students' new reaction. This will make a better atmosphere for the whole student body. A great deal will be learned.
16	Everyone would have their own opinion of what they feel, and not what the other person feels.
17	If there are more assertive students, there will be less arguments and less fights. We wouldn't need a detention hall, either.
18	The school will benefit in ways of: children will know how to settle an argument without fighting; students will understand how to communicate in the right manner; they'll know how to work out situations in the classroom with teachers and their classmates as well.
19	The school could possibly be recognized for less student fights. Every day in the news, you may hear of some disturbance in a school that ended in a fatal accident to a student. By assertive training, students at our school can control themselves. Our school has never had many problems concerning big disturbances, but it is possible, and we should be able to handle it if it happens.
20	The students involved in this training can promulgate the learning they received to the other students. The school will have a better spirit.

Student	Response
21	The program is beneficial because it will cut out so much fighting in school, and the students would be able to solve their own situations instead of going to the office so much.
22	The principal has less problems and misunderstandings, as well as the teacher. Better reputation and good name for the school with less disturbances. Better communication with the students toward the principal, teachers, and fellow classmates and friends.
23	It could be more alert on problems of the students, and know how to handle them.
24	The students being able to act better in situations.
25	--
26	Less problems should occur due to people involved being able to encounter more and be less vulnerable.
27	There will be more students behaving themselves.
28	There are fewer disturbances among the students. It inspires the students to cope with mediocre problems in a mannerly fashion.
29	The schools will have less problems from those students who received assertive training than from those who haven't.

Appendix F

RESPONSES TO THE STUDENT ASSESSMENT FORM

The teacher observations of the students who participated in the interpersonal relations training program are presented in this Appendix. Descriptive information for each student about whom one of the 14 participating teachers recorded an observation is also shown.

STUDENT ASSESSMENT

Student	EC	Sex	Grade	Comments
1	W	M	9	Is teased a great deal by the other boys, but seems to ignore the teasing more this year.
2	B	M	11	Has a temper and improvement has been seen this year.
11	B	M	12	Has made a change to a fine student.
15	B	M	10	Can get along with students, and doing a good job in his subject matter.
22	B	F	9	Improvement all around.
				Seemed to resent me as a teacher when first came to me, but no longer has this attitude. Now does well in class.
23	B	F	9	Academic improvement.
24	B	F	9	Cooperative improvement.
25	B	F	10	Academic improvement.
26	B	F	11	Personal hygiene improvement.
27	B	F	11	Personal hygiene improvement.
				Very good in "sharing" and cooperating with teacher and other students.
29	B	F	10	Academic improvement.
30	W	F	9	Academic improvement.
				Shows more initiative.
36	B	F	9	Cooperative improvement.
37	B	F	9	Academic improvement.

Student	EG	Sex	Grade	Comments
38	B	F	9	Academic improvement.
39	B	F	9	Academic improvement.
42	B	F	9	Personal hygiene improvement.
44	B	F	9	When first came to me, she displayed her temper too much. Now she has learned to think things out before getting angry.
47	B	F	9	Personal hygiene improvement.
48	B	F	9	Personal hygiene improvement.
49	B	F	9	Personal hygiene improvement.
50	B	F	9	Academic improvement. Works in food lab with group better.
51	B	F	12	Academic improvement.
52	B	F	9	Academic improvement.
53	W	F	9	Academic improvement.
56	B	F	9	Cooperative improvement.
57	B	F	9	Academic improvement.
58	B	F	9	Academic improvement.
59	B	F	9	Academic improvement.
62	B	F	9	Personal hygiene improvement. At first, attitude was one of dislike and indifference. Now just the opposite; she now tries to avoid so many arguments.
63	B	F	11	Improved attitude (lost chip from shoulder). Better attitude has helped her school work. Academic improvement.

Student	EG	Sex	Grade	Comments
66	B	F	9	Asked for extra FHA project work, which is unusual.
				Cooperative improvement.
67	W	F	11	Academic improvement.
68	W	F	11	Academic improvement.
69	B	F	11	Academic improvement.
70	B	F	12	Academic improvement.
71	B	F	11	Academic improvement.
72	B	F	11	Academic improvement.
74	B	F	11	Academic improvement.
75	B	F	12	Academic improvement.
76	W	F	12	Academic improvement.
77	B	F	12	Academic improvement.
78	W	F	12	Academic improvement.
				Accepts more responsibility.
79	B	F	11	Academic improvement.
80	W	F	12	Academic improvement.
				Changed attitude. Accepts more responsibility toward getting job done.
81	B	F	11	Cooperative improvement.
84	B	F	12	Academic improvement.
85	B	F	12	Academic improvement.

Appendix G

STUDENT QUESTIONNAIRE MEASURES: PRE- AND POST-TEST COMPARISONS WITHIN EACH GROUP

This Appendix shows the results of analyses performed to identify any changes in student scores which occurred during the school year.

Appendix G

QUESTIONNAIRE MEASURES:
PRE- AND POST-TEST COMPARISONS WITHIN GROUPS

Measure: What Are You Like

Respondents	Pre-Test		Post-Test		N	t	p
	Mean	SD	Mean	SD			
Program Participants	36.51	3.10	36.84	3.15	74	.76	NS
White Females	35.97	3.06	36.01	3.77	69	.10	NS
Black Females	35.52	4.23	36.01	3.62	82	1.33	NS
White Males	35.69	3.01	35.76	4.52	70	.41	NS
Black Males	36.13	4.12	36.36	3.81	64	.44	NS

Measure: What Would You Do

Respondents	Pre-Test		Post-Test		N	t	p
	Mean	SD	Mean	SD			
Program Participants	18.07	3.42	19.72	2.95	74	4.06	<.001
White Females	17.00	3.23	17.93	3.46	71	2.83	<.01
Black Females	18.79	3.59	18.86	3.13	80	.15	NS
White Males	18.08	3.49	19.04	3.17	71	2.17	<.05
Black Males	20.33	3.08	20.16	3.09	63	.42	NS

Measure: Understanding People
A. Respondent-Teacher

Respondents	Pre-Test		Post-Test		N	t	p
	Mean	SD	Mean	SD			
Program Participants	18.85	18.50	18.85	20.38	74	.00	NS
White Females	12.94	14.99	13.73	15.72	70	.32	NS
Black Females	19.38	17.13	22.95	21.50	82	1.30	NS
White Males	23.44	20.54	25.66	22.71	70	.85	NS
Black Males	32.32	28.09	29.44	24.99	62	.70	NS

Measure: Understanding People
B. Respondent-Peer of Same Race, Opposite Sex

Respondents	Pre-Test		Post-Test		N	t	p
	Mean	SD	Mean	SD			
Program Participants	15.34	19.25	17.45	19.94	74	.82	NS
White Females	9.14	12.30	10.97	14.66	71	.95	NS
Black Females	21.98	24.06	22.24	23.90	82	.09	NS
White Males	16.75	18.04	12.79	14.70	72	1.83	NS
Black Males	31.18	31.93	23.10	26.63	62	1.64	NS

Measure: Understanding People
C. Respondent-Peer of Another Race, Same Sex

Respondents	Pre-Test		Post-Test		N	t	p
	Mean	SD	Mean	SD			
Program Participants	23.65	25.25	19.00	21.54	74	1.67	NS
White Females	11.77	12.05	12.00	13.96	69	.13	NS
Black Females	21.85	24.31	20.68	22.95	82	.40	NS
White Males	33.88	28.22	31.22	33.19	72	.71	NS
Black Males	32.37	30.82	26.14	26.43	63	1.28	NS

Measure: How Others Feel
A. Other Students

Respondents	Pre-Test		Post-Test		N	t	p
	Mean	SD	Mean	SD			
Program Participants	7.05	2.41	6.38	2.35	73	2.40	<.02
White Females	6.78	2.55	6.61	2.47	71	.70	NS
Black Females	7.09	2.51	7.28	2.43	79	.62	NS
White Males	7.08	2.11	6.88	2.36	72	.74	NS
Black Males	7.37	2.51	6.80	2.51	59	1.34	NS

Measure: How Others Feel
B. Members of the Opposite Sex

Respondents	Pre-Test		Post-Test		N	t	p
	Mean	SD	Mean	SD			
Program Participants	2.62	1.69	2.18	1.33	74	2.05	<.05
White Females	2.32	1.19	2.20	1.10	71	.93	NS
Black Females	3.28	1.96	2.64	1.89	80	3.07	<.01
White Males	2.87	1.42	2.61	1.41	71	1.34	NS
Black Males	3.31	1.62	2.48	1.66	58	3.08	<.01

Measure: How Others Feel
C. Members of Another Race

Respondents	Pre-Test		Post-Test		N	t	p
	Mean	SD	Mean	SD			
Program Participants	2.55	1.46	2.42	1.41	74	.60	NS
White Females	2.26	.93	2.43	1.03	70	1.29	NS
Black Females	2.36	1.50	2.36	1.43	79	.00	NS
White Males	3.01	1.58	2.56	1.38	72	2.22	<.05
Black Males	2.72	1.59	2.79	1.50	58	.26	NS

Measure: How Do You Feel
A. Toward Teachers

Respondents	Pre-Test		Post-Test		N	t	p
	Mean	SD	Mean	SD			
Program Participants	35.56	8.85	34.08	8.80	73	1.54	NS
White Females	36.46	7.58	35.56	6.69	70	1.07	NS
Black Females	36.27	8.86	33.29	8.65	75	2.90	<.01
White Males	31.64	10.74	29.23	11.57	70	2.10	<.05
Black Males	38.33	8.63	35.44	8.95	63	2.23	<.05

Measure: How Do You Feel
B. About School

Respondents	Pre-Test		Post-Test		N	t	p
	Mean	SD	Mean	SD			
Program Participants	33.49	8.73	30.55	8.76	71	2.51	<.02
White Females	32.96	7.79	31.76	6.61	70	1.54	NS
Black Females	35.19	10.09	29.99	9.38	78	4.79	<.001
White Males	26.91	10.58	24.53	9.47	70	1.97	NS
Black Males	32.43	10.74	28.74	11.50	62	2.56	<.02

Measure: How Do You Feel
C. Toward Black Students

Respondents	Pre-Test		Post-Test		N	t	p
	Mean	SD	Mean	SD			
Program Participants	37.41	10.37	34.38	8.35	73	2.81	<.01
White Females	29.49	8.01	29.54	6.07	70	.07	NS
Black Females	41.45	7.81	37.38	7.72	77	4.49	<.001
White Males	49.47	10.51	20.00	11.13	70	.49	NS
Black Males	42.21	6.58	40.22	8.08	63	1.80	NS

Measure: How Do You Feel
D. Toward White Students

Respondents	Pre-Test		Post-Test		N	t	p
	Mean	SD	Mean	SD			
Program Participants	33.14	8.83	31.96	9.93	72	1.39	NS
White Females	37.37	6.54	35.57	6.07	70	2.21	<.05
Black Females	34.45	8.09	31.34	8.07	78	3.30	<.01
White Males	39.94	8.95	38.81	9.22	70	1.05	NS
Black Males	31.25	11.59	27.94	10.51	63	2.18	<.05

Appendix H

STUDENT QUESTIONNAIRE MEASURES:
POST-TEST COMPARISONS AMONG GROUPS

This Appendix presents only the results of the comparisons among the groups on the post-test scores. The descriptive statistics shown in the preceding Appendix are not duplicated here. The column headed "Direction" indicates which of the two groups involved in a specific comparison had a higher score on that measure. A plus (+) shows that the first group had a higher mean score, whereas a minus (-) indicates that a higher mean score is associated with the second group.

Measure	Comparisons	Direction	t	p
What Are You Like				
	Program Participants vs			
	White Females		1.43	NS
	Black Females		1.52	NS
	White Males		1.67	NS
	Black Males		.54	NS
	White Females vs			
	Black Females		.00	NS
	White Males		.35	NS
	Black Males		.53	NS
	Black Females vs			
	White Males		.38	NS
	Black Males		.57	NS
	White Males vs			
	Black Males		.83	NS
What Would You Do				
	Program Participants vs			
	White Females	+	3.36	<.001
	Black Females		1.75	NS
	White Males		1.34	NS
	Black Males		.85	NS
	White Females vs			
	Black Females		1.73	NS
	White Males	-	1.99	<.05
	Black Males	-	3.91	<.001
	Black Females vs			
	White Males		.35	NS
	Black Males	-	2.48	<.02
	White Males vs			
	Black Males	-	2.07	<.05

Measure	Comparisons	Direction	t	p
Understanding People				
A. Respondent-Teacher				
	Program Participants vs			
	White Females		1.68	NS
	Black Females		1.22	NS
	White Males		1.90	NS
	Black Males	-	2.72	<.01
	White Females vs			
	Black Females	-	2.97	<.01
	White Males	-	3.61	<.001
	Black Males	-	4.37	<.001
	Black Females vs			
	White Males		.75	NS
	Black Males		1.67	NS
	White Males vs			
	Black Males		.91	NS
B. Respondent-Peer of Same Race, Opposite Sex				
	Program Participants vs			
	White Females	+	2.22	<.05
	Black Females		1.35	NS
	White Males		1.60	NS
	Black Males		1.41	NS
	White Females vs			
	Black Females	-	3.45	<.001
	White Males		.74	NS
	Black Males	-	3.31	<.001
	Black Females vs			
	White Males	+	2.91	<.01
	Black Males		.20	NS
	White Males vs			
	Black Males	-	2.82	<.01

Measure	Comparisons	Direction	t	p
C. Respondent-Peer of Another Race, Same Sex				
	Program Participants vs			
	White Females	+	2.29	<.05
	Black Females		.47	NS
	White Males	-	2.65	<.01
	Black Males		1.74	NS
	White Females vs			
	Black Females	-	2.74	<.01
	White Males	-	4.45	<.001
	Black Males	-	3.89	<.001
	Black Females vs			
	White Males	-	2.31	<.05
	Black Males		1.33	NS
	White Males vs			
	Black Males		.97	NS
How Others Feel				
A. Other Students				
	Program Participants vs			
	White Females		.57	NS
	Black Females	-	2.29	<.05
	White Males		1.28	NS
	Black Males		.99	NS
	White Females vs			
	Black Females		1.65	NS
	White Males		.67	NS
	Black Males		.43	NS
	Black Females vs			
	White Males		.99	NS
	Black Males		1.11	NS
	White Males vs			
	Black Males		.19	NS

Measure	Comparisons	Direction	t	p
B. Members of the Opposite Sex				
	Program Participants vs			
	White Females		.10	NS
	Black Females		1.74	NS
	White Males		1.85	NS
	Black Males		1.15	NS
	White Females vs			
	Black Females		1.73	NS
	White Males		1.89	NS
	Black Males		1.15	NS
	Black Females vs			
	White Males		.15	NS
	Black Males		.52	NS
	White Males vs			
	Black Males		.44	NS
C. Members of Another Race				
	Program Participants vs			
	White Females		05	NS
	Black Females		.26	NS
	White Males		.61	NS
	Black Males		1.45	NS
	White Females vs			
	Black Females		.34	NS
	White Males		.63	NS
	Black Males		1.60	NS
	Black Females vs			
	White Males		.87	NS
	Black Males		1.70	NS
	White Males vs			
	Black Males		.91	NS

Measure	Comparisons	Direction	t	p
How Do You Feel				
A. Toward Teachers				
	Program Participants vs			
	White Females		1.11	NS
	Black Females		.55	NS
	White Males	+	2.83	<.01
	Black Males		.89	NS
	White Females vs			
	Black Females		1.73	NS
	White Males	+	3.91	<.001
	Black Males		.09	NS
	Black Females vs			
	White Males	+	2.40	<.02
	Black Males		1.43	NS
	White Males vs			
	Black Males	-	3.43	<.001
B. About School				
	Program Participants vs			
	White Females		.92	NS
	Black Females		.38	NS
	White Males	+	3.93	<.001
	Black Males		1.03	NS
	White Females vs			
	Black Females		1.31	NS
	White Males	+	5.25	<.001
	Black Males		1.88	NS
	Black Females vs			
	White Males	+	3.53	<.001
	Black Males		.71	NS
	White Males vs			
	Black Males	-	2.31	<.05

Measure	Comparisons	Direction	t	p
C. Toward Black Students				
	Program Participants vs			
	White Females	+	3.95	<.001
	Black Females	-	2.29	<.05
	White Males	+	8.76	<.001
	Black Males	-	4.13	<.001
	White Females vs			
	Black Females	-	6.80	<.001
	White Males	+	6.30	<.001
	Black Males	-	8.67	<.001
	Black Females vs			
	White Males	+	11.08	<.001
	Black Males	-	2.12	<.05
	White Males vs			
	Black Males	-	11.87	<.001
D. Toward White Students				
	Program Participants vs			
	White Females	-	2.60	<.01
	Black Females		.41	NS
	White Males	-	4.26	<.001
	Black Males	+	2 28	<.05
	White Females vs			
	Black Females	+	3.56	<.001
	White Males	-	2.46	<.02
	Black Males	+	5.19	<.001
	Black Females vs			
	White Males	-	5.25	<.001
	Black Males	+	2.18	<.05
	White Males vs			
	Black Males	+	6.35	<.001

Appendix I

ROLE-PLAYING INSTRUMENTS

Included in this Appendix is the script which was followed in establishing two standardized role-playing situations. Following the script, the form which was developed to measure the level of assertive behavior of students role playing the situations is presented.

Behavioral Test of Assertiveness

Script for Role-Playing

Situation 1: Teacher

Narrative: In this scene, picture yourself in a classroom. The bell has just rung, ending your last class of the day. You and your friends have made plans for after school and you are really looking forward to getting started. You have just finished collecting all your books and materials and are ready to leave. Just then the teacher calls you to the front of the room. You wonder if it's going to take long, whatever it is, because you are very anxious to leave.

One of your friends brought a car today and you know that your friends want to leave as soon as possible. If they wait for you, all of you will be late.

Teacher: "Would you mind staying after school? I need some help to finish up a project. It won't take more than 45 minutes."

(Subject responds)

Situation 2: Pot

Narrative: In this scene, picture yourself with a group of your friends. Several of them are smoking pot, and they want you to try it. You do not want to smoke it, and feel very strongly that it is not a good practice. Your friends keep on insisting that you try it.

Friend: "Come on. It won't hurt to try it once."

(Subject responds)

ASSERTIVE ROLE-PLAYING MEASURES

S. _____

Date _____

1. Duration of Reply (secs.):

   a. Situation 1 _____

   b. Situation 2 _____

      Total

2. Latency of Response (secs.):

   a. Situation 1 _____

   b. Situation 2 _____

      Total

3. Loudness of Speech

   a. Situation 1

      _____ 1. Very Low

      _____ 2. Fairly Low

      _____ 3. Moderate

      _____ 4. Fairly Loud

      _____ 5. Very Loud

   b. Situation 2

      _____ 1. Very Low

      _____ 2. Fairly Low

      _____ 3. Moderate

      _____ 4. Fairly Loud

      _____ 5. Very Loud

4. Compliance Content

a. Situation 1

_____ 1. Did not resist role-player's position

_____ 2. Resisted role-player's position

b. Situation 2

_____ 1. Did not resist role-player's position

_____ 2. Resisted role-player's position

5. Assertive Content

a. Situation 1

_____ 1. Content did not request a change in role-player's behavior

_____ 2. Content requested a change in role-player's behavior

b. Situation 2

_____ 1. Content did not request a change in role-player's behavior

_____ 2. Content requested a change in role-player's behavior

6. Assertive Affect

a. Situation 1

_____ 1. Monotonic, unemotional voice tone

_____ 2. Flat tone, some inflection

_____ 3. Moderate amount of inflection

_____ 4. Relatively full intonation

_____ 5. Full intonation

b. Situation 2

_____ 1. Monotonic, unemotional voice tone

_____ 2. Flat tone, some inflection

_____ 3. Moderate amount of inflection

_____ 4. Relatively full intonation

_____ 5. Full intonation

7. Nonverbal Assertive Expressiveness

A. Duration of Looking (secs. of eye contact):

(1) Situation 1 _____

(2) Situation 2 _____

Total

B. Body/Facial

(1) Situation 1

(a) Indecisive _____

(b) Decisive _____

(2) Situation 2

(a) Indecisive _____

(b) Decisive _____

8. Overall Assertiveness

_____ 1. Very Unassertive

_____ 2. Pretty Unassertive

_____ 3. Assertive

_____ 4. Pretty Assertive

_____ 5. Very Assertive